

PERSONAL COLUMN

Why - as the examination season petered out, I belatedly asked myself - is so much writing on race and education either unbalanced or ill-tempered, or both?

Answer: Most writing on race and education is by people exhibiting two characteristics. The first is a refusal to hold more than a single idea in their heads at any one time; the second is a readiness to belabour anyone who does not share it.

Hence the trouble. Any sensible discussion of race and education requires a balance between at least four educational principles. Reduced to their simplest terms and in no order of priority, they are:

First, that the education schools offer does not take place in a moral or political vacuum. The curriculum, defined as all the intended outcomes of the school, has therefore to reflect this.

Second, that the school has to prepare children to take part in the society of which they are members; bearing in mind that, in a democratic society, changing that society is one way of participating in it.

Third, that in preparing children in this way the school, through its curriculum, must reflect the fact society has changed and is continuing to change within a changing world.

Fourth, that the experience of generations of teachers suggests that most children do best when teachers consciously build on whatever it is that children bring with them when they enter the school gates.

Many of the implications of these four principles, so far as race is concerned, are as obvious as the principles themselves.

From the first principle, it follows that all schools should exemplify and seek to incul-



PETER NEWSAM

Beating bias

'The term racist... usually has the intellectual content and much the same effect as a custard pie'

cate certain universally-accepted values. At least since Plato, the notion of justice is one such value. We are in favour of justice, are we not? Conversely, we are against injustice, of which racial injustice is an instance. So there is no room for pussy-footing. The need to eliminate racial injustice should be an integral part of the school curriculum, from Cornwall or Cumbria to all inner-cities.

From the second principle it follows, for example, that all children should be encouraged to acquire a good command of English. Arguments about whether English, in its standard form, is a better language than any other are beside the point. The fact is that such English is a prerequisite of full participation in this society; and all children should be enabled so to participate.

From the third principle, it follows that we need to learn about our changing selves. Ten-year-olds are well-informed about igloos and wig-wams, but a recent survey of student teachers showed that 55 per cent could offer no suggestions as to who, where, why or what "Punjabi" might be; 65 per cent were similarly stuck on "rastafari" and 98 per cent on "gudwara". Yet any teacher today ought to know and so be able to convey the fact, that there are infinitely more Sikh temples in the UK than there are igloos or wig-wams.

From the fourth principle follows an acceptance that as children do not leave

home behind them like chewing-gum parked on the door post when they enter the classroom, there are implications for the place in the curriculum of the language spoken at home, and for the way schools build, or fail to build, on what home can offer.

Sensible debate occurs over the emphasis to be given to each of these four principles and ill-temper begins when one principle is advanced to the exclusion of all others. For example, teachers may be so carried away by the inequality of racial injustice, that they render already disadvantaged pupils unemployable by failing to teach them to add up properly. Or, obsessed by the need to prepare children for society, they perceive society as a fixed entity from the past and deny all efforts to come to terms with the present indoctrination.

Conversely, those over-excited by the notion of change may adopt a shallow form of relativism which fails to recognize, for instance, that fresh ethical insights gained in the last 2,000 years could be comfortably accommodated on a small postcard. And finally, undue emphasis on the child as he or she is, tends to imbue the mere fact of development with value in a form of naturalistic fallacy. At its worst, this leads to schools where no one learns much and "it is like a wet playtime all day".

Over-emphasizing a single principle becomes explosive when terms like "racist" are

added to the debate. The term racist, used at an opponent usually has the intellectual content and much the same effect as a custard pie. Here then is a definition of "racist" intended to cause pie-dogging to pause, pie poised: whereas to teach one badly is merely incompetent, to teach ways that disproportionately disadvantage ethnic minorities is racist.

So to dodge the issue of racial injustice all-white schools may be racist because disproportionately disadvantages the youths when some of those taught will youngsters later become employers, foot-fans, union officials or join the police. Similarly, disproportionately to fail to teach able ethnic minority youngsters to society on equal terms, by neglecting to teach them to read properly, may be racist and so on. And this is not just a matter of teachers. For a local authority to allow children to be taught in disproportionate numbers in schools which are less effective than others may itself be racially discriminatory.

To conclude, most writing on race and education is unbalanced and ill-tempered because it is conducted by people who believe racism is what other people are doing wrong, whereas, it often lies in what they themselves are not doing right.

Getting to grips with that is hard. Teaching a custard-pie at oneself always is. *Honourable exceptions include Teaching about Prejudice, The Minority Rights Group Report No 59 and Agenda for Multicultural Teaching, by Alma Harris, Gillian Klein, SCDC Publications.

Next week

Profilers profiled
A portrait of UCCA, to mark its silver jubilee
Lessons from abroad
Seamus Heaney on the perils and profits of international comparisons
Benefit of contract
John King on the enviable deal that ended a bitter teachers' strike in Minneapolis
EXTRA
Music

THE TIMES

Educational Supplement

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Laughter class: Bradford's education chairman, John Lambert, is used to being a bit of a joke when he's dressed up in polka-dots and wearing a funny nose. The man in charge of an annual £40 million budget for schools and colleges is responsible for plenty of children's smiles when he is transformed to Mangy the clown.

Young takes over vocational exams

by Mark Jackson

Ultimate control of standards in vocational education is handed to the Employment Secretary in a Government White Paper presented to Parliament this week. He will appoint a new quango to be set up with powers to reshape the whole structure of vocational qualifications for schools, colleges and industry.

A 10-year programme to extend the Technical and Vocational Education Initiative to every school in the country is to be run by the Manpower Services Commission, which is answerable to the Employment Secretary. This is despite past assurances from ministers that the Commission would pass on responsibility to the education service at the end of its present pilot programme.

All vocational qualifications up to Higher National level will be made to fit the criteria of a new National Vocational Qualification administered by the new council.

This means that bodies such as the Business and Technician Education Council and City and Guilds, account-

able to or sponsored by the Department of Education and Science, will have to get their curricula and standards validated by the Employment Secretary's quango.

The Department of Education and Science will be responsible for briefing it on educational issues, but overall control will be with the Department of Employment.

The council - whose first chairman will be Mr Oscar de Ville, the prominent CBI member who headed the review group which recommended that a new quango should be created - will work closely with the MSC.

The White Paper signals the defeat of attempts by the DES and local authorities to get control over the council assigned to the Education Secretary. But the Government has backed off from a fight with the higher professional bodies, such as the Engineering Council, which is refusing to be subordinated to the NCVQ, and there is no question for the present of the new council having any say over entry standards into the professions.

The local authorities, most of them now enthusiastic about the TVEI - whose introduction as a pilot programme they fought four years ago - are rather than angry that the MSC will control its extension to the full-scale.

They are more concerned about the inadequacy of the new funding, pointing out that £90 million a year to cover all schools and colleges is less than twice the amount currently being spent under the pilot programme on only 39,000 pupils in 500 establishments.

The Education Secretary, Mr Kenneth Baker, said after the White Paper had been presented on Wednesday that the aim was to give a new dimension to what was taught in schools. "Learning has to become more practical," he said.

Mr Baker added: "Our plan is to put within the reach of 14-16 year olds in schools and colleges the lessons of the TVEI pilot projects. These have shown that well-targeted money achieves results. It generates enthusiasm and innovation."

Full details - page 6

Unions attack expulsion plan

by Mike Durham

Teaching unions this week condemned the Government's plans for school expulsion appeals tribunals as inadequate and claimed they would not work unless teachers' views were also taken into account.

The new proposals to give parents and governors a right of appeal - to the same bodies that consider school admissions appeals - were written into the Education Bill in Committee stage on Tuesday.

Under the Government scheme, parents will be able to appeal against a child's expulsion, while governors will also be given the right to appeal against an I.E.S. decision to return a disruptive pupil to school.

Mr Nigel de Gruchy, deputy general secretary of the National Association of Schoolmasters/Union of Women Teachers, said teachers had been denied a right to appeal and might still ignore tribunal rulings by refusing to teach disruptive children.

He said: "We very much regret the Government's refusal to give teachers a right to appeal. At the end of the day it does not solve the problem. The potential for conflict remains."

"Teachers will still rely on their trade union rights." The appeals tri-

bunals, he added, were not truly independent because they were I.E.S. dominated.

A spokesman for the National Union of Teachers said: "The Government seem loath to allow teachers even to be consulted. There must be a mechanism for teachers' views to be taken on board."

"This scheme means that everyone will have the right to appeal except teachers."

However, the appeals tribunals have been given a cautious welcome by parents and local authorities. Mr James Hammond, deputy general secretary of the National Confederation of Parent Teacher Associations said: "We welcome any proposal to give parents this right."

Mr Bob Morris, education officer of the Association of Metropolitan Authorities, said I.E.S.s would welcome pupils' appeals against expulsion so long as the duty of an I.E.S. to provide education was recognized. "Once an appeal has been heard, that should be the end of the story," he said.

Using the same appeals committee as the school admissions appeal tribunal had "a certain amount of logic to it" he added.

NOTICEBOARD

CONFERENCES...

July 11-13
National Association for Curriculum Enrichment and Extension conference at the College of St Hil and St Bede, Durham. Speakers include John Welsh, Susan Leydon, Dr D Maylor and Nancy Elliott, and workshop sessions will be held. Fee £60 (£35 non-residential). Details from Mr J Standish, 28 Tynedale Gardens, Stockfield, Northumberland, NE43 7EL.

July 14-16
The Community Curriculum, a Community Service Volunteers conference in Liverpool with particular reference to CPVE and TVEI. Speakers: Keith Evans and Margaret Stoney. Details from Ruth Bergman, CSV, 237 Pentonville Road, London N1 9NU.

July 20
Incorporated Society of Musicians' private teachers' conference at the Purcell Room, South Bank, London, with Susan Bradshaw, Gordon Pullin and Michael Brewer. Details from the ISM, 10 Stratford Place, London W1N 9AE. Closing date July 1.

July 21-23
Coursework for GCSE - Mathematics in education and industry conference at St Catherine's College, Oxford, including sessions by Paul Scruton, David Burgess and Peter Holmes. Fee £75 residential, £55 non-residential. Details from MEI Office, 41a West Street, Guildford, Peterborough PE8 4EJ.

July 21-24
Towards good schools: how comprehensive can they be? Centre for the Study of Comprehensive Schools study course at Alton College, University of York. Details from CSOS, Wentworth College, University of York, Heslington, York YO1 1DD.

SUMMER SCHOOLS...

August 17-29
Wrexham Roman City - English Heritage training school in excavation techniques with Philip Barker and Mike Corbishley, with special sessions on the educational use of an excavation, a monument, and a historic environment. Details from Mrs Judith Burt, Department of Extramural Studies, University of Birmingham, PO Box 363, Birmingham B15 2TT.

August 14-21
British Kodaly Society courses for teachers, choral singers soloists and conductors at Trinity College, Carmarthen, Dyfed. Details from Miss Mary Skone-Roberts, 1A Broomfield Building, London Road, Sunningdale, Berkshire.

COURSES...

July 17 and 18
Implementing staff appraisal - a departmental approach: an education management course at Crewe and Alsager College with John West-Burnham, Alan Osborne and Bob Cooper. Details from Mrs K Hughes, Crewe and Alsager College of Higher Education, Alsager, Stoke on Trent, ST7 2HL.

July 28-August 1
Preparation for deputy headship at Homerton College, Cambridge, organized by PRIDE (Professional in-service Development in Education) a new organization involved in secondary and community education. Details from Paul Sykes, 99 Forest Road, Loughborough LE11 3NW.

July 29-August 2
School management studies at Bishop Grosseteste College, Lincoln, for heads and senior teachers. Details from JH Evans, Course Secretary, Eastern Region College of Preceptors, Woodland View, Lower Road, Holme Hale, Thetford, Norfolk IP25 7EB. Please enclose stamped addressed envelope.

August 10-16
English Schools Cycling Association young riders coaching course at West Midlands College of Higher Education. Fee £25; grant aid may be available. Details from John Knight, 64 South Street, Redditch, Worcester B98 7DQ.

INFORMATION

NATLC
The National Association for Teachers of Language Impaired Children is a new group for professionals involved with children who have speech and language handicaps. It publishes a newsletter three times a year. The first AGM will be on September 20. Details of membership from David Cropp, 2 Vernon Close, St Peter's Field, Martley, Worcs WR6 6GX.

difficulties. She invites readers to contribute details of research, assessment or management in the field and would also like to hear from families living with the problem. Information will be treated in confidence. Please write to her at 2 Manor House, Church Lawford, nr Rugby, Warwickshire CV33 9EG.

PUBLICATIONS...

Modern Languages
Teaching modern languages for the GCSE brings together papers from a series of meetings on the practical aspects of GCSE. The contributors are Michael Buckley, David Morris, Brian Page and Susan Woods. It costs £1.85 including postage from MLA Yorkshire, 7 Holt Park Grange, Leeds LS16 7RD.

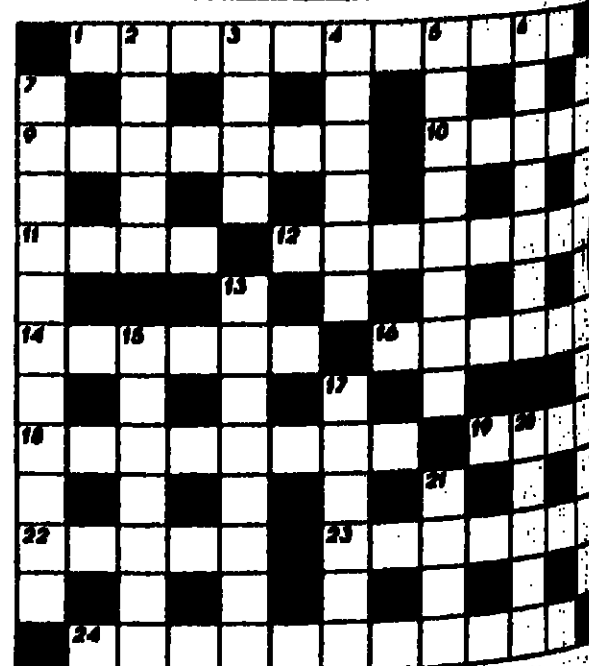
Youth Library Review
The new journal published bi-monthly by the Youth Libraries Group will be mailed direct to members, but will also be available on subscription (£5 including postage) from Philip Marshall, Youth Library Review, Langley High School Annex, Popes Lane, Oldbury, Warrley, West Midlands B69 4PL.

School Governors
The second edition of The School Governors Handbook and Training Guide by Tyrrell Burgess and Anne Sofer has now been published by Kogan Page, price £5.95.

PEOPLE...

Mr Peter Newsam, education officer for Knowsley since 1976, to be director of schools with the Roman Catholic Diocese of Leeds.

No 260 CROSSWORD by Robin



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- 10 Such a type may have her job tapered (3)
- 11 Flat-iron? (4)
- 12 Contract made by a group of charming women with a social worker (8)
- 14 Branch of the deer family (6)
- 16 Free with money (6)
- 18 Upset, patient and container (8)
- 19 His initial character differed before conversion (4)
- 22 A trimming of lace, one gathers (5)

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- 3 Gain force? (4)
- 4 Haphazard arrangement of right and order (6)
- 5 The difference between imports and exports (4,3)
- 6 Sea-ford orders trials? (7)
- 7 Priceless stone-work found in bedges (11)
- 8 Look at and study the working pattern (11)

Down

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Carry on, TVEI

The latest White Paper on education and training bears the imprint of six Secretaries of State, with the Paymaster General (Mr Kenneth Clarke) thrown in for good measure. The voice, however, is the unmistakable voice of Lord Young, the Department of Employment and the Manpower Services Commission. The style is unmistakable - a mixture of the confessional and the hyper-enthusiastic - with the usual exaggerated claims of what has been achieved so far and searing criticism of the shortcomings of the schools and industry for not having done more.

Both the main decisions announced in the White Paper were expected. When Mr Oscar de Ville's *Review of Vocational Qualification* came out a few months ago it was made plain that it had the Government's approval. Mr de Ville will now have the task of going ahead with the National Council and bringing all the competing examinations and courses into a coherent, four-level structure.

If Lord Young has his way, the Council's influence will quickly extend downwards into the last two years of the compulsory school period. In his beguiling way Lord Young is quite frank about his desire to see GCSE and A levels brought into the same structure of qualifications as Mr de Ville will set up for City and Guilds, BTEC, the Royal Society of Arts and others, but for the time being, at any rate, his imperial ambitions are stayed. The White Paper is content to

emphasize the need for an "important linkage" with the Secondary Examination Council.

As to the long-awaited announcement on the continuation and extension of the Technical and Vocational Education Initiative, this is served up with the promise of an average of £90 million a year from the MSC over the next 10 years. The 10-year commitment is a welcome recognition that this is a long-term development or it is nothing. Further reflection serves to emphasize the uncashable nature of any 10-year promise.

The figure has been plucked out of the air because nobody can possibly know what it "should" cost to universalize TVEI; how can they when TVEI takes so many forms? Quite obviously, the money which each I.e.a. will be offered to facilitate the extension of this approach to all secondary schools will only be a small fraction of what was on offer when the scheme was launched in 1981, so there can be no question of generalizing the staffing or equipment which has helped TVEI to make an impact so far.

The world is littered with pilot projects in curriculum innovation, lavishly funded and enthusiastically backed, which collapsed when the attempt was made to spread the innovation to all schools without the necessary resources in men and women, equipment and energy. The coming years will show whether Lord Young's drive and enthusiasm can

bridge the credibility gap in this country for this particular innovation. There must be a very real risk that without the stimulus of plentiful resources the initiative will be lost.

The DES is again on the sidelines (however cheerfully Lord Young speaks about his good relations with Mr Baker). Till quite recently the DES continued to describe TVEI as an experiment which had yet to be evaluated. This was never the MSC's attitude. For the MSC (as for Lord Young) the TVEI was a self-evident success before it ever got off the ground. Nobody could afford it not to be a political success because it carried so many hopes, so much credit.

What is plain is that the mixture of disparate schemes which have flourished under the benign eye of the MSC, fed and watered with MSC largesse, have almost certainly benefited both the students and the teachers who have taken part, and there will be wider dividends if this experience can be used to enrich the educational offering of more pupils. But it would be an absurd error to expect too much, or to overlook the had and shoddy which has flourished in TVEI schemes alongside the good.

Even if Lord Young does regard evaluation as a tiresome distraction, inter-departmental priorities should not deter the DES or the Inspectorate from sifting the wheat from the chaff.

COMMENT

Mr Radice soldiers on

Addressing the TUC Education Conference last weekend, Giles Radice, Labour's education spokesman, set out his stall (page 10). He began with an encouraging realism by talking about priorities but by the time he had finished there was the usual list of commitments - many of them restatements of promises carried over from the 1980s - without much indication of which priorities would take priority. "An ambitious programme", he called it, "and it cannot be achieved overnight". Here it is in summary form:

- 1 Introduce a crash programme on books, materials and equipment
- 2 Boost capital programme for school and college buildings
- 3 Give teachers a new pay deal and contract, and introduce appraisal
- 4 Enforce comprehensive schools everywhere
- 5 End the Assisted Places scheme
- 6 Remove tax concessions from private schools
- 7 Stop cuts in higher education: protect the level of spending per student
- 8 Make nursery education available for all within five years
- 9 Raise standards in primary and secondary schools
- 10 Extend education and training post 16
- 11 Extend financial support for students
- 12 Reform the MSC; strengthen links with local authorities
- 13 Set up an Education Council

The first commitment, on re-equipping the schools, is not costly, but would be welcome nonetheless. Of course, by the time Mr Radice gets a chance to put his promises (and Mr Hattersley's) to the test, Mr Baker may already have loosened the purse-strings and the local authorities may be enjoying a pre-emption spurge.

The capital programme is another promise which is not particularly costly and can easily be spread over several years. The promise on teachers' pay is undoubtedly big money - but there again, Mr Baker may have been forced to give the teachers' just this side of the General Election in which case, Labour (if Mr Kinnock were to win) would get off lightly.

Enforcing comprehensive education costs nothing more than parliamentary time and ending the Assisted Places actually saves money, as do the penal measures against private schools. They may cost votes, but that's another matter. As for the cuts in higher education, Mr Baker doesn't have Sir Keith's single-minded hostility to the universities nor his single-minded commitment to budget cuts, so the promise to protect unit costs may not be so onerous.

Nursery education for all would have a substantial price tag but the promise is spread over five years and it might well take longer to recruit and train the teachers and ancillary staff. "Raising Standards" is notoriously difficult to cost. Labour (like the Conservatives) is, no doubt, sincere about the need to raise standards and indeed, to make itself the party of standards, but the rhetoric is inexpensive and not particularly convincing.

The post-16 plans are undoubtedly very costly, particularly if Labour means what it has said already about student support from 16 upwards. It will take time to get organized, so the costs will build up over time. The Conservatives have yet to show how they intend to rationalize the post-16 jungle, though there are pointers in things like the *Review of Vocational Qualifications* and they lead in the same general direction as Labour is moving. The cost to the Exchequer of education and training is going to have to increase if either party is to create a coherent framework to accommodate all young people up to 18 or 19.

If Labour get in in 1988, money will undoubtedly be tighter than Labour spokesmen now like to admit. Prior commitment to spending related to employment and welfare will have the effect of putting a squeeze on education.

In assessing the chances of Mr Radice carrying out those bits of his policy which cost money (always supposing Labour gets in, and he becomes Secretary of State) it is clear that teachers' pay, whether raised by Baker or Radice, could easily absorb most of any extra which may be going, followed rapidly by 16 to 19, leaving nursery education - the perennial priority - a disappointed third.

Perhaps that's why Mr Radice's "most important priority of all" - the Education Council - was one of those which only cost peanuts. Unfortunately,



ly, the Education Council bears an uncanny resemblance to the unlamented convocation of the Schools Council, a forum of debate which gave consultation a bad name.

Subject to contract

The Aca-led negotiations on the teachers' pay and contract dispute enters a new phase as the working parties which have been meeting over the past two months report, and the two sides try to get down to business.

Or that's the idea, anyway. There is a long way to go on the salary structure and conditions of service (not to mention appraisal, the one topic on which progress has been made) before anyone is likely to put any money on the table.

Every stage of the negotiations from now on is going to be a bit harder than the one before. Later this month, the two sides plan to hold a residential meeting in the hope that, as with Commonwealth Prime Ministers, getting away from it all may induce a spirit of reasonableness all round.

There will not be much let up in August if things take their course, with the climax coming in September (no doubt after several adjournments and stopping of the official clock) when the three wise men from Aca have either to produce an agreement backed by a working majority of those represented

in Burnham, or else issue their own report and recommendations. If that were to happen, it would bring England and Wales back into line with Scotland where an independent inquiry is sitting.

An article by John King on page 17 describes the contract negotiated between the Minnesota Federation of Teachers and their employers. It shows how an American teachers' union has used the demand for a new contract to justify a string of special payments for extra-curricular activities, and guarantees on class size, cover for absence, school meals supervision and personal reporting. If the authorities here thought teachers were going to get similar treatment they would never have embarked on the contract game.

But certainly, the teachers' unions in the United States have had more to gain by exploiting contract negotiations than by resisting them. Having themselves opened this particular door, the English and Welsh local authorities will find it hard to close.

Each time around, the teachers will chip away at class sizes, supply cover, allowances for extra-curricular activities, in-service training leave, and even if they don't get all they want at the first go, their position will strengthen over time.

no comment

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Advertisement in The Guardian

Second opinion

Not in front of the children

The news that an ILEA teacher, Currey, has been seconded to a terms to the soap opera *EastEnders* collect material on its use in a classroom, will probably read Mary Whitehouse, who may take a personal affront. Mrs Whitehouse has well-publicized opinions on the *Enders* which suggest that she will consider it suitable for educational purposes, and her misgivings are shared by some parents. The story of "Dirty Den" Watts and his characters who meet in Albert Square and the bar of the Vic on 11th 7.30pm on Tuesday and Thursday evenings, are not always compatible with the aims of the project.

Or are they? Soap opera provides a model of the real world in which identifiable characters and their relationships. Production imperatives mean that the programme is recorded well in advance, and particularly suited to the needs of broad moral and social education and not of immediate political education. Dr Legg is a typical doctor, faced with the daily problems of a small community, and Arthur Fowler's refusal to be treated in terms of his relationship with his family and his self-image.

However, these restrictions on that soap opera forces its viewers through their involvement with the characters, to take seriously the issues it raises. Everyone knows "Dirty Den" is a scoundrel, but when Michelle has his baby we are asked to consider his feelings and able to acknowledge the complexity of the situation.

Any 16-year-old who has considered that question (that is, say, *EastEnders*) will have made up their mind about the complexity of human relationships. They have rather more understanding of them than he or she would have from a classroom lecture on the framework of a stable, caring relationship.

Should Michelle marry Lady? This is Dr Legg's own fault. The surgery was broken into? This is the people tend to talk about soap opera among themselves, so it appears an ideal support for discussion of issues in the classroom.

And why not, as contributors to BPI publication TV and video programmes like this to teach a general understanding of the world? On the face of it, this sounds fine. It leaves aside two things. First, if people already watch and discuss programmes, they are hardly going to welcome a re-run at school. Second, they talk about the more their own culture: the more they can identify with the characters, the less likely they are to see the material for formal discussion analysis. The success of *EastEnders* dealing with issues that affect lives is itself inhibiting.

It all depends on how young people perceive the programme, and understanding of this, with any luck, one outcome of Rita Carey's book is perhaps more important to teachers than the "popular" television plays in our culture than to the videotapes into the classroom, while recognizing the value of studies, I suspect that most people have a rather good idea of what is "relevant" to them.

Robn

Robn Buss is head of English at Woolwich College of Further Education, and writes on film and television for The TES.

In brief

Grant boost

New projects to be funded by education support grants next year will include pilot schemes to promote social responsibility among young people to combat juvenile delinquency, the Government has announced. It has invited bids from I.e.a.s for £21.4 million for new projects in 1987 with a deadline of October 1. Other new schemes are for books and equipment for the GCSE examination and pilot projects to develop the use of the spoken word by pupils. With grant-aided projects already in progress, this will bring the number of different schemes funded by education support grants to 19.

Parent probe

The National Foundation for Educational Research is to carry out a three-year research project on the extent of parental involvement in schools. The project will attempt to identify existing initiatives to encourage parental involvement and will select a number of schemes for detailed examination. Parents and teachers wishing to contribute information on schemes should contact Sandra Jowett, NFER, The Mere, Upton Park, Slough, Berks SL1 2DQ.

Policy 'hijack'

Policies on equal opportunities in inner cities have been "hijacked" by soft left professional multi-culturalists, a Conservative Bow Group paper claims this week. Mr Anthony Coombs, Conservative education spokesman on Birmingham City Council, attacks the Marxist analysis of anti-racism and the distortion of mother tongue teaching into the promotion of bilingualism. *Improving our Inner Cities*, Bow Publications Ltd, 240 High Holborn, London WC1V 7DT, price £4.00.

Closure fight

Ongar parish council in Essex may levy a special 2p rate to pay for its legal battle against the proposed closure of the town comprehensive. It has applied, with the school action group, for a judicial review of consultation procedures before Essex County Council's decision to shut the school as part of a major reorganization to cope with falling rolls. Parish council chairman Mr Tony Sutherland estimated that the bill could rise to £15,000 if the application were successful and the case went ahead.

Payment slip-up

Sheffield I.e.a. was wrong to demand the repayment of a £319 discretionary grant for post-school education because there had been a mistake in checking an application form, the local government ombudsman has ruled. A Sheffield woman, applying for a grant for her daughter, entered the wrong amount of child benefit but a council official failed to spot the discrepancy. The ombudsman recommends the woman should only pay back half the grant.

Brent search

A teacher from the London borough of Brent is to be seconded to a school for black South African refugees run by the African National Congress (ANC) in Tanzania. The teacher, who has yet to be picked, will spend a year at the 570-pupil Solomon Mahlangu College, founded in 1979 and will take part in the borough's multi-cultural education programme on returning.

Poster prize

Four pupils at Priory Green junior school, Wolverhampton, have become the first in the country to receive awards under a nationwide scheme to warn children of the dangers of playing in a river. The school organized a poster competition in response to a campaign launched by the Royal Society for the Prevention of Accidents.

Dr A Z Preston

The vice-chancellor of the University of the West Indies, Dr Aston Zachary Preston, has died at the age of 61. Dr Preston was vice-chancellor for 12 years. He was also the chairman of the Council of the Association of Commonwealth Universities.

Unions and I.e.a.s reject shortage subject pay ploy

by Barry Huggill

The teacher unions and the local authority associations have made it clear to Mr Kenneth Baker, the Education Secretary, that schemes for differential salaries for staff in shortage subjects are totally unacceptable. Mr Baker has accepted that past attempts by the Government to recruit more science and maths teachers have failed. The bid to attract science and maths graduates into teaching by paying them a £1,200 bonus on top of the normal grant for a teacher training course has not resulted in more applications. The number wanting to teach continues to fall.

The Secretary of State has called for urgent talks with the unions, local authorities and industrialists to try to come up with fresh ideas to combat the shortage. Last week's draft consultative document on the difficulties involved in recruiting maths, physics and CDT teachers said that "reform of the pay structure of the profession should give greater freedom to employers to respond to specific recruitment problems".

This sentence has been interpreted by union leaders as a suggestion of differential pay. The unions and the local authority associations are agreed that to pay differential salaries would create many problems.

Mr David Hart, the general secretary of the National Association of Head Teachers, said it would be almost impossible to define a shortage subject. "What the DES fails to understand is that by 1990 all subjects will be in short supply."

Mr Peter Smith, the deputy general secretary of the Assistant Masters and Mistresses' Association, said that

"bribery" was not the answer to shortages. "The only solution is a realistic salary structure and good career prospects for all teachers."

Mr Nigel de Gruchy, the deputy general secretary of the National Association of Schoolmasters/Union of Women Teachers, called on the Government to "abandon market forces philosophy" and accept "the social justice of a decent salary for all teachers".

Spokesmen for the National Union of Teachers and the local authority associations expressed similar sentiments. The consultative document shows there was a shortage of 282 mathematics teachers in England and Wales during 1983. The total has risen to 380 this year. In physics, the shortage was 97 in 1983, and 153 this year. In CDT, a shortage of 161 in 1983 has risen to 217.

The Department of Education and Science accepts that these figures give a false picture because many teachers of shortage subjects are not specialists. Only 45 per cent of those teaching maths had a degree in the subject. The figure is 57 per cent for physics.

Not all secondary schools offer physics and CDT. One in five secondary school pupils does not study physics.

The latest figures available for applications for teacher training courses show a further fall in the number applying for maths, physics, CDT and modern languages courses.

By the early 1990s, the size of the age group entering the graduate employment market will shrink but the number of secondary school pupils will rise. Finding the teachers to teach them will become a major problem for the local authorities.

Little accord as talks begin

by James Meikle



Sir John Wood

Hard bargaining between teachers and employers on a new salary structure is about to resume with no sign yet of a legal challenge to an important High Court judgment on teachers' responsibilities.

The National Union of Teachers has still to decide whether to appeal against Mr Justice Scott's decision in May that teachers are professionally obliged to cover for absent colleagues, a decision that was seen as strengthening the hand of local authorities in talks on future contracts.

Negotiations between the six separate teacher organizations, the authorities and the DES get under way on Wednesday after two months' groundwork in groups examining salary and career structure, duties and responsibilities, appraisal and training and future negotiating machinery.

Discussions over responsibilities have revealed little accord between the parties involved but some observers are surprised the NUT has not declared its intentions on future possible start. Others say it is simply ignoring the High Court decision.

The NUT says there is nothing significant in the delay over challenging the court decision.

The union wants a minimum framework of detailed duties, matched

by promises on class sizes, guaranteed non-teaching time and a minimum requirement to cover, leaving much to "professionalism", while its biggest rival, the National Association of Schoolmasters/Union of Women Teachers, favours far more wide-ranging responsibilities spelled out with limits on working time.

The differences stem partly from divergent views on structure - the NUT favours extra allowances for extra responsibilities, whereas the NAS/UWT wants a more collegiate approach, with teachers sharing the burden of work beyond the classroom.

There is some sympathy for the NAS/UWT approach from the employers' side but the union's insistence

on costing everything from running a football team to the extra work put into organizing community activities is considered prohibitively expensive.

This week's meeting at Aca is likely to resolve little, although substantial agreement has been reached on appraisal where there is support on all sides for pilot projects.

Some teachers think the first significant steps will be taken later in the month when the independent panel supervising the talks, and employers and union leaders meet for two days in a Coventry hotel.

Management might then put forward proposals. If they do, the cost of the package will become evident for the first time.

At the moment, the unions, the local authorities and the DES are all acting as individual bodies rather than as part of two different sides in the Burnham negotiating committee.

More meetings are likely in September. Unless there is substantial progress by then, the three-man panel chaired by Sir John Wood will have to decide whether the talks can usefully continue and make its own recommendations on a pay and conditions package.

More seriously, if the talking stops, disruption in the schools will start again.

Not that tough . . . by a long chalk

There may be a great deal of stress in coping with a classful of 14-year-olds but it appears easier than digging coal, making a film or writing a newspaper story.

A report from Manchester University's Institute of Science and Technology shows that miners come top in the

anxiety league table with policemen, pilots and journalists not far behind.

Teachers come 17th out of 58, with less stress than the local taxman, MP or councillor.

They do, however, have a harder time than professional footballers, far-

mers, vets, stockbrokers and beauty therapists. They also earn less.

Disgruntled teachers seeking the good life should seek employment in a library or museum. Alternatively, they could apply to become a vicar or astronomer, which the survey places among the least stressful occupations.

□ *Wiltshire and Gloucestershire are the latest counties likely to ban corporal punishment in schools. A Gloucestershire education sub-committee has recommended banning the cane and last week the Alliance-controlled Wiltshire education committee decided to adopt the same policy.*

Metal work: Jake Keen, a teacher at Cranbourne School in Dorset, prepares for a new part-time post next term as an Iron Age village builder and schools advisor in the south-west.

Close vote on clause

by Mike Durham

The Government came close to defeat over its controversial sex education legislation this week when MPs voted by eight to seven in favour of keeping it in the Education Bill during Committee stage in the House of Commons.

New Government proposals for banning the cane in most schools - prepared in the event that MPs might approve abolition in a free vote later this month - have also been added to the Bill.

The new corporal punishment clause, which amounts to a "tidying up" of the abolition amendment put forward by the Lords last month, would make beating a civil offence in state schools and where pupils are funded by local education authorities.

Opposition members attacked the clause on the grounds that it would be easier to enforce if caning became a criminal offence. Conservative MPs are to be given a free vote on the clause at Report Stage in late July before the Bill returns to the House of Commons for its Third Reading.

The proposed legislation could still lead to a "dual system" in independent schools, with some pupils exempt from caning but others not. Pupils funded under the assisted places scheme would be exempt from beating.

Seamus Hegarty argues that international studies can be very valuable – provided they are tightly planned

Comparative success

We all know that they do it better in West Germany, not to mention Japan. Next year it will probably be Taiwan or South Korea. What am I talking about? Well, it could be almost anything to do with education and training where we are conscious of having problems and where we know a little (but not too much) of practice elsewhere.

It is little short of pathetic how readily we impute inferior performance to ourselves. On the skimpiest of evidence from once-travelled pundits we are prepared to accept that somebody, somewhere must be doing it better.

The crying shame is that there is much to be learned from practice in other countries. If we move away from simple-minded comparisons, which are often either irrelevant or misleading, we can learn to look at our own practice in a new light. Seeing how others tackle common problems gives us a new context and maybe a better understanding of what we have been doing. Above all, it can help us to improve our own practice.

All this is by way of a prelude to some observations on a major international project on handicapped adolescents which is the subject of a dissemination conference in Bath next week.

The Centre for Educational Research and Innovation of the Organisation for Economic and Cultural Development (OECD) ran a project on the transition of handicapped adolescents from school to adult life over the period 1982-85. This followed on from an earlier project on integration in the final years of school which ran from 1978 to 1982.

The project has worked across an age range of 14 to 25. This was to ensure a long-term perspective, and also to accommodate the differences in transition arrangements from country to country. It divided the transition process into three phases: preparation given in the final years of schooling; transition arrangements spanning school and post-school; and the life situation of young adults with handicaps.

The initial plan was to build the project around five main components: national position reports; comparative statistical data; descriptions of innovative practices; special studies; and "think pieces" on conceptual issues. These were to be supplemented by study visits, meetings of experts and seminars, which would help to disseminate the findings.

In the event, achievement fell short of plan. This was perhaps inevitable given the limited resources and the



Bentling the handicap... finding jobs is the biggest hurdle.

effort to work with more than 20 countries. A large programme of study visits and meetings was held, ranging from Canada to Yugoslavia, from Ireland to New Zealand.

The project fared less well in its core components, however. The national position reports were intended to be definitive statements on a country's provision for handicapped adolescents – transition, vocational education and training, finances, employment, life-style.

Only three were obtained, from Denmark, Japan and Sweden. A further three country reports, incorporating national policy reviews, are being prepared. Each of them is useful, and it is clear that a collection of national reports envisaged would constitute a valuable source of information.

The statistical part of the exercise foundered on the rocks of incompatible definitions, and was abandoned. But the descriptions of innovative practice were one of the most productive parts of the project.

Studies of a range of innovative schemes and practices were commissioned. These were grouped according to the three phases of the project: final years of schooling; transitional arrangements; and adult life.

They include alternative forms of educational provision in Denmark; independent living programmes in Australia; disabled people's participation in industrial training programmes in Ireland; and the use of information technology to promote employment in

the United Kingdom. Three special studies were carried out relating to the economic aspects of transition; employment policies and employer attitudes; and the achievement of adult status. A few "think piece" papers on topics such as the concept of handicap have been prepared.

So what have we gained from the 50-odd documents produced over the lifetime of the project? A conventional

summary is not possible. The sheer diversity of topics and situations and the relatively ad hoc way in which information was collected rule that out.

There was very wide variation from country to country, and even from region to region in the same country. In all the key aspects of transition: the starting point and age range covered; the criteria used to determine who is handicapped and therefore eligible for services; the education and training on offer; and the providing agencies.

Two things did emerge: a sharpening up of some of the key issues involved in transition for handicapped

adolescents; and some accounts of innovative practice.

A key issue found in many countries is the need for better co-ordination of services. Once the individual leaves school, there is in most countries a bewildering array of government and voluntary agency schemes, each with its own remit and entrance criteria and each focusing on particular aspects of transition.

This can lead to wasteful duplication, but also to gaps in provision. It results in problems of continuity since there is no over-arching framework to ensure that young people progress through the services in a sensible way. Above all, it creates confusion among the very clients that the agencies are designed to serve. Often they have only limited information about the agencies and how they can benefit from them.

The reduction in employment opportunities facing all young people, but especially those with handicaps, was another recurrent theme. Various alternatives to paid open employment were considered; many saw the notion of useful work as a better concept anyway. Others looked at the changing labour market and sought ways in which employment could be boosted.

International comparative study is not easy. There are technical difficulties of collecting adequate data; substantive difficulties arising out of the sheer differences in context; and practical difficulties because the resources available rarely match the scale and

complexity of the issues under study. For all these reasons, the information from international studies is often very modest.

The all-too-common response to such studies is to dispense with such studies and to trade on the home patch. The short-sighted and unduly negative millions of pounds are spent in one way or another on services for people with handicaps. It is surely sense to devote a small proportion of this resource to finding ways of doing more effectively. The handicapped adolescents project offers a model pointers to guide further work.

First, projects must have a focus. When resources are limited they invariably are – it is better to clear light on a few issues than shadow-box with everything in sight. Objectives must be carefully set out and project activities must be closely tied to them.

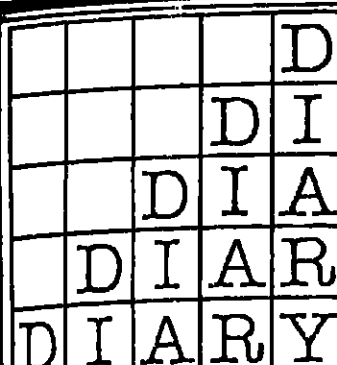
The possibilities for interesting versions in an international context are endless, but they must be focused in the interests of coherence, also necessary in an international context to have a common framework linking activities and inquiries in different countries since otherwise comparative element is effectively lost.

Second, projects must take account of existing patterns of provision and work from the outset with the relevant national agencies. This is not to them to existing bureaucracies – it is nothing to stop them managing the establishment as well – but to locate them realistically in terms of power and resources. If a project is to effect lasting change, it must reach those who have the major service responsibilities and who are doing the work when the project is over.

Finally, dissemination has to be in an integral feature of the project. There is little point in producing documents which are not circulated and read. The relevant audiences must be identified and appropriate messages conveyed to them. Otherwise, there will simply be no impact.

This is the challenge for the conference. The aim now must be to consolidate and build on the significant developments of recent years, to must share experiences and learn from them in order to improve the quality of life for every young person with a handicap, and enable them to contribute to the life of the community.

Seamus Hegarty is deputy director of the National Foundation for Educational Research.



Star wars

Many and varied are the cries of outrage provoked by the University Grants Committee's recent attempt to rate university research departments. A loud howl was heard from the world-famous Cambridge Physiological Laboratory which, despite its eight FRSEs, its two retired Nobel prizewinners still continuing their research, and its involvement in just tube baby technology, was denied a coveted star for excellence.

Head of department, Professor Richard Keynes, even wrote to *The Times* in protest. But it seems the department's rating – a run of the mill "above average" – can be laid at his door. The UGC instructed professors to send in five examples of their department's work. Professor Keynes, it is said, misread the instructions and sent in five samples of his own work. And they were, well, above average.

Write to reply Kenneth Baker's predilection for rare books – which manifested itself last week through his opening speech at the annual Antiquarian Book Fair – is a cheering symptom for a chap in his position. An even more cheering one is his reply to an invitation to help Methuen celebrate the 60th anniversary of that invincible little Latin reader, *Chris Romanus*. The invitation was of course in Latin: "ut vnum saxale nobiscum habere" ("think a glass of cherry with us"). And so the graceful letter of regret from one Kenneth Baker P. S. P. D. "Hed die constituta operam alteri officio navare debemus" ("Alas, otherwise engaged"). Well Baker did do Latin A level, but for this elegantly Ciceronian exercise he enlisted the help of a more erudite senior official. The *Chris Romanus* – Sir James Cobban and Ronald Colclough – were in fine fettle, and still congratulating themselves on their choice – made after much soul-searching – to take royalties rather than a £80 down payment. And they were taking a schoolmasterly line with those brave spirits who replied in Latin but didn't get it absolutely right. One who did, and who was also otherwise engaged, was certain Philippus Howard, writing "a castris Wappingorum..."

Worlds apart If you dial 0804 413267 and hear a friendly voice answering "York Education" do not be alarmed. York University's Centre for World Studies has simply changed its name to the Centre for Global Education. Why? Well, says the latest issue of *World Studies* – sorry, *Global Education News* – the centre's work has been broadening and diversifying, and it thought a change of name was appropriate. "A definition of the term 'globality' in its four dimensions – the spatial dimension, the temporal dimension, the human dimension and the dimension of human potential – has become a central feature underpinning much of the centre's work..." With the best will in the globe, it's hard to know what they're going on about.

Stamping ground Education junior minister Bob Dunn has found a new way of stealing the limelight from colleague Chris Patten. While Patten was on his feet during the committee stage of the Education Bill on Tuesday, it was Dunn who captured all the attention by licking and stamping a huge and precarious pile of handwritten envelopes. Mr Dunn is either holding a party, or sending out his Christmas cards in good time.

Acronym The finance committee announced this week that savings would be made by borrowing instead of using current expenditure, digging into reserves and

Grants may provide boost for INSET

by Hilary Wilce

Hopes are growing of a substantial boost to total in-service training funds when the new grants system is introduced next year.

Mr Mike Tomlinson, staff HMI for in-service training at the Department of Education and Science, told local authority officers and teacher trainers last week that the present division of resources between national and local priorities – 15-20 per cent: 85-80 per cent – offered some guidance to next year's respective allocations.

Although he could give no firm guidelines, observers see talk of such a breakdown as a hopeful sign that substantial extra funds might be released for INSET next year.

At present just under £50 million a year is spent on Government-identified INSET priorities, if training related to the Technical and Vocational Education Initiative, known as TRIST, is included in the sum. TRIST is to be overtaken by the new scheme next April. If such a level of funding is

maintained, then the overall INSET pool must mount up to about five times that, almost £250 million, they argue.

Significantly, this is the price tag put on the new scheme by the now-disbanded Advisory Committee on the Supply and Education of Teachers, and is far in excess of the £175 million a year that the DES estimates is currently spent on INSET by national and local government.

Under changes contained in the current Education Bill, local authorities will have to make detailed bids for service from a new centralized in-service pool of money next autumn.

So far, however, they know nothing about how much money will be available, what the national priorities will be, or what the precise breakdown between local and national priorities will be.

Mr Tomlinson told a conference organized by the Standing Committee for the Education and Training of Teachers, called to examine the new

funding system, that the scheme was designed to remove some of the well-documented faults of the present haphazard INSET arrangements.

But he acknowledged that the scheme could allow local authorities to narrow their range of provision to a programme entirely consisting of short, internal courses.

He hoped teachers would still get the chance to meet teachers from other authorities, he said, and that access to higher education, including to long, award-bearing courses, would still be available.

Mr Alan Evans, education secretary of the National Union of Teachers, warned the conference that the union would be "a pain in many people's sides" if significant extra funds were not forthcoming to back the new scheme.

The scheme seemed designed to give good authorities more money, he said. "But this was never designed for the Leeds, or the Inner London Education

Authority. It was designed to make the i.e.s who didn't have the will, the imagination, or the money to think about in-service training."

He had reservations about DES scrutiny of the authorities' bids. "The good will shine out, the bad will shine out, and the rest will go through on the nod."

Cartrefle College, the teacher training department of the North East Wales Institute of Higher Education, has been reprieved after a threat of closure was withdrawn by the Welsh Advisory Board.

The proposal to remove the college's primary initial teacher training course was withdrawn by the WAB because, in conjunction with the University Grants Committee, it is about to embark on a review of the entire pattern of teacher education in Wales, including both the university and public higher education sectors.

ILEA forced to revise Auschwitz pack

The Inner London Education Authority is to rewrite part of a teaching pack called *Auschwitz – Yesterday's Racism* following allegations that it is biased.

Criticism of the pack was made by the Baroness Cox and by Lord Harris of Greenwich. They objected to the teachers' notes sections which suggest that pupils should discuss such topics as wrongful arrest and the denial of human rights.

The teachers' notes section says at one point: "Consider the Prevention of Terrorism Act, the Nationality Act and recent trade union legislation." The matter was raised in the House

of Lords by Lord Harris who said that it was "deplorable" to link the death of millions of Jews with the Prevention of Terrorism Act.

Following the complaints the DES wrote to the authority asking that the pack be withdrawn.

An ILEA spokesman said that the offending section was to be rewritten and that no further packs would be sent to schools.

He added that no one had complained about the pack proper – only the notes. "Even Baroness Cox described it as dealing sensitively with the subject of Auschwitz."



Auschwitz: criticism of the ILEA pack came from Lord Harris of Greenwich (right)

New tech 'shortfall'

by James Meikle

Schools are missing out on new technology because teachers are not being properly trained to use equipment, according to the National Union of Teachers.

Computing is being taught too much as a science in its own right whereas it is a valuable educational tool in other areas, the union says.

The union also wants more careful planning of software programs designed specifically for educational use. Teachers have been obliged to adapt material "and the results have not been wholly satisfactory".

The NUT notes that Britain leads its industrial competitors in equipping schools with microcomputers, particularly because of a £16 million government scheme introduced in 1980 to share the cost of buying equipment. The emphasis, however, has been too much on hardware, the union says.

Exam howlers

Calling all examiners. The TES is hoping once again to reprint the cream of this year's howlers. All contributions welcome – please send them by August 1 to: The Features Editor (Howlers), TES, Priory House, St John's Lane, London EC1M 4BX.

ILEA avoids steep budget cut

The Inner London Education Authority has managed to avoid making serious cuts in this year's budget which was threatened by a court ruling which denied them a £40 million legacy from the GLC.

The finance committee announced this week that savings would be made by borrowing instead of using current expenditure, digging into reserves and

using the building fund. But Mr Steve Bundred, chairman of the committee, warned that the situation was still serious and would continue into next year's budget.

The House of Lords ruled in February that the GLC could not give the grant to the ILEA, which made a shortfall of £40 million in a £394 million budget.

A scheme to help the "bottom 40 per cent" of pupils, launched four years ago by Sir Keith Joseph, has significantly reduced the level of truancy and anti-social behaviour of many children, say HM Inspectors. But it has not improved their grasp of English or mathematics.

An HMI report on the Lower Attaining Pupils Programme, to be published later this month, will praise the achievements of teachers involved in the scheme but will warn they should not concentrate too much on narrow skills training.

About 100 schools, in 13 authorities, are involved in the programme which is directly financed by the Department of Education and Science. The Government is committed to funding it for at least another five years. A decision will be taken in the autumn on whether the scheme should be expanded.

The HMI report will say that most participating schools are attempting to provide "breadth and balance" in the curriculum but that many end up over-concentrating on basic skills.

The Education Secretary, Mr Kenneth Baker, said on Tuesday at an open day on the programme at Warwick University: "We must continue to secure a broad and balanced curriculum with appropriate attention to aesthetic, moral and religious education."

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Report claims 'raw deal' for blacks

by Diane Spencer



Cardinal Basil Hume

Black parents get a "raw deal" from Roman Catholic schools, claims a report commissioned by the Archbishop of Westminster, Cardinal Basil Hume.

An advisory group of 10 from the black community, which spent nearly two years investigating relations between the Catholic Church and people of African and Caribbean origin in Westminster, discovered "pockets of good practice in a handful of Catholic schools".

"But there were still widespread misgivings among black people over what they saw as the raw deal they get from the Church in education. Many Catholic schools do not acknowledge the need for multi-ethnic and anti-racist education," the report says.

Teachers and clergy usually thought that a Christian ethos in schools was sufficient.

Some black parents complained of "racist admission practices" which pre-

vented children getting places in Catholic schools. One school, they claimed, had a quota of only four black children a year.

Parents were also concerned at the limited options open to black children. One teenager told the advisory group: "While I was there (an unnamed Catholic school) I was told nothing would come of me and I would not pass any GCEs. Now I have six O levels and I am doing a course to become a teacher."

The report says: "There is an urgent need for those responsible for education in Catholic schools to put their house in order and to demonstrate to the black community that the system of education they are offering is fair and just for all God's people."

Young people found the Catholic church "racist, patronising and uncaring", the advisory group said. "The rejection of the church and its teaching is the result of an increasing awareness

among black youth of their history and the role played by Roman Catholicism during the imperial and racist subjugation of black people in the colonies."

The groups recommendations include: ● governors and managers as well as teachers should attend racist awareness courses. ● the Diocesan Board of Education should monitor the ethnic intake of Catholic schools. ● the board should ensure that a multi-ethnic/anti-racist approach is taken for policies. ● black youth should be represented on decision making bodies in the parishes and the diocese.

With you in spirit? the report of Cardinal Hume's advisory group is available from The Administrator, Cardinal's Advisory Committee, 33 Wilfred Street, London SW1E 6PS, £2.50 plus 25p postage and postage.

ILEA creates more ethnic governors

The Inner London Education Authority is to increase black representation on school governing bodies on a term by term basis.

According to the schools sub-committee chairman Mr Barrie Stead, only five per cent of Inner London school governors are black, although more than a quarter of London school children are black.

From next September, two additional places on governing bodies will be reserved for black people, to be opted from a list drawn up by the consultative committee.

The number of black or Asian school governors is expected to rise from about 1,700. The number of authority appointees will be increased to preserve the balance on governing bodies.

SCHOOL TO WORK

This week's education and training White Paper announces programmes aimed at bringing historic changes in the school curriculum and in the vocational education system. It is issued in the names of the Secretaries of State for both education and employment. But it is the Employment Secretary who will control the new programmes

Ten-year programme to extend TVEI

A 10-year Manpower Services Commission-funded programme to extend the Technical and Vocational Education Initiative to all maintained schools and colleges and a new quango with powers to reshape the vocational qualifications system were announced in the White Paper published on Wednesday.

The paper, *Working together - education and training* (Cmd 9823) presents these measures as part of an overall drive to create a coherent British vocational education and training system which must be what "it is not - and never was - the envy of the world".

The extension of the TVEI in England, Wales and Scotland will begin in the autumn term of next year, as the last cohort of youngsters in some of the 98 authorities participating in the present pilot programme start their four year courses.

The Government will provide an average of around £90 million a year for the scheme, but - although the paper does not make this clear - this will subsume the expenditure already planned for the pilot projects - £47 million next year falling to £46 million in each of the following years.

Authorities will have to make bids to the MSC for the money, and their allocations will be limited by the number of 14 to 18-year-olds in their schools and colleges. The funding will not be spread evenly over the whole 10 years - at any one time some authorities may be getting large sums while others get nothing.

The White Paper says that the funding is intended to meet the extra costs incurred in extending TVEI, and to supplement whatever money the authorities are already spending on, or planning to devote to, curriculum development.

It claims: "No specific additional contribution from educational authorities will be required" but adds that it will be open to them to refocus existing resources or use them more effectively, and to ask local businesses for help.

The introduction of the national scheme will be phased over some years so that authorities can draw up their proposals and carry out the detailed planning.

Authorities will have to have run pilot projects for at least three years before they can get full scale funding, and their proposals will be expected to cover a five-year stretch, although they will be able to phase the entry of individual schools and colleges. The number of programmes starting each year will, in the end, be decided by what money is available.

The MSC will administer the extended scheme in the same way as it is responsible for the present pilot programme, working closely, says the White Paper, with the education departments and HM Inspectorate. In Scotland, the arrangements will take into account the Standard Grade and Action Plan developments.

So that they can qualify for the full-scale scheme, the 18 authorities which are not in the pilot programme will be invited to come in for a



Top two know how: Kenneth Baker, the Education Secretary, and Lord Young, at the helm of Employment, visited a TVEI project at the Davidson Centre, Croydon, this week where pupils from Riddlesdown School demonstrated their information technology skills. Photo: Melanie Fife

"preparatory stage" lasting three years for which the MSC will provide £1 million.

The White Paper says that it is important to ensure that curriculum developments stemming from the TVEI extension are consistent with policy on the curriculum generally; and that its forthcoming statement on curriculum criteria will reflect the aim of TVEI to promote relevance and the practical application of knowledge skills, and understanding within overall programmes of suitable breadth and balance.

It is made clear that the MSC, acting on the advice of its TVEI national steering group, will retain control of the way authorities run their TVEI schemes. The Commission will review annually together with each authority the progress of the authority's extension programme "and need to be satisfied it is being delivered effectively and in accordance with its contract".

TRIST - the £20 million programme under which the MSC is funding TVEI-related in-service teacher training, will not be extended when it ends next year. Instead the requirements of the TVEI will be covered by the new arrangements for funding training for priority needs which will be introduced by the DES next year.

A National Council for Vocational Qualification (NCVQ) is to be appointed by the Employment Secretary to reform the structure of vocational qualifications in England and Wales. Its responsibility will not extend to

Scotland for the present, but there will be a close relationship between the council and Scottish interests and the Scottish Secretary will consider in two or three years' time whether there should be any formal change in the relationship between the NCVQ and Scotland.

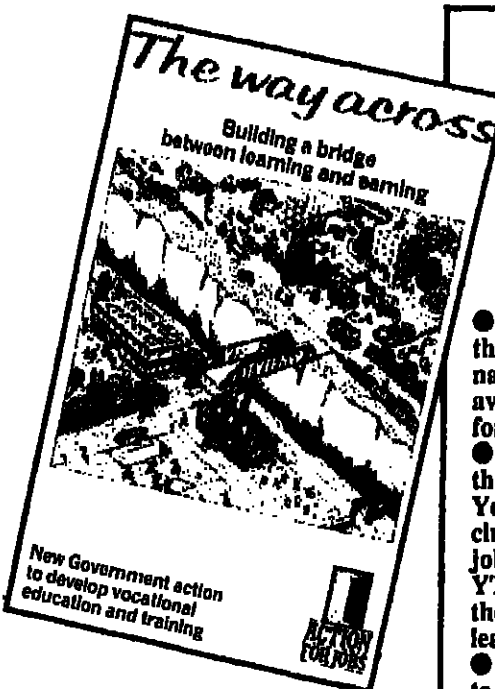
But the council's responsibilities will not include Northern Ireland.

The Government has also decided to adopt the other main recommendation of the MSC-DES group it appointed to review the system of vocational qualifications: that they should be brought into a single framework to be called the National Vocational Qualification (NVQ).

The White Paper endorses the recommendations of the group, which *The TES* reported at length (*TES* April 18 and 25), for the council to bring the qualifications certificated by the existing FE bodies and other industry and professional organizations into the framework by 1991.

The framework will cover levels up to and including Higher National awards and their equivalents. But the council is asked to consult the appropriate bodies on how professional qualifications above that level can "best be articulated" with the NVQ.

The White Paper says that the Government is aware that there has been some anxiety about the possible impact of the council's activities on the responsibilities of statutory and chartered bodies concerned with entry into the professions.



The White Paper also announces that unemployed 16-year-old school leavers will be guaranteed a place for two years - instead of the first year as at present.

Working Together - Education and Training, Cmd 9823, HMSO, price £3.60 net.

The White Paper

- sets out plans to extend the pilot TVEI projects to a national scheme, costing an average of £90 million a year for the next 10 years;
- describes moves to boost the quality of the two-year Youth Training Scheme, including a guarantee to all jobless 16-year-olds of a YTS place by Christmas in the academic year after they leave school;
- heralds a new framework to embrace all existing vocational qualifications, overseen by a National Council for Vocational Qualification to be set up later this year.

Edited by Mark Jackson

Jobs 'cycle of exploitation'

by Julia Hagedorn

Teenagers are caught in a cycle of short-term and part-time work, underpaid and exploited, according to a national report.

Youthaid, the young people's employment charity, in a report based on the annual labour force survey published by the Department of the Environment, says the number of teenagers in full-time work has dropped by more than a third since 1979.

In 1979, only 4 per cent of male and 8 per cent of female teenage workers

had part-time jobs. By 1985, 19 per cent of males and 30 per cent of female teenagers were working part-time.

The report also shows that 16 to 19-year-olds are more likely to lose their jobs than any other age group. The under-18s have more than a one-in-five chance of becoming unemployed within three months. For 20 to 24-year-olds, the figure is one in 11 and for 45 to 54-year-olds one in 50.

Youthaid is hoping to build up a regional picture to find out what kind

of work the teenagers are taking - for example, whether there is an enormous increase in seasonal jobs or if the concentration is in urban vacancies.

At the moment, Youthaid says, these teenagers are given no sick or holiday pay, work as hard as their employer wishes, and are then fired.

Youthaid Bulletin, £1.20 from Youthaid, 9 Poland Street, London W1V 3DG.

Skills threat warning

Britain is in danger of creating a "remedial society" where up to 10 per cent of children leave school without even the basic skills, according to Mr George Walden, minister responsible for higher education, writes Julia Hagedorn.

In an after dinner speech given to industrialists, researchers and academics in Brighton, Mr Walden attacked the maintained system for failing to educate 40 per cent of YTS trainees to write, read or count. Special classes had to be laid on to re-teach these skills, he said. Twenty-five per

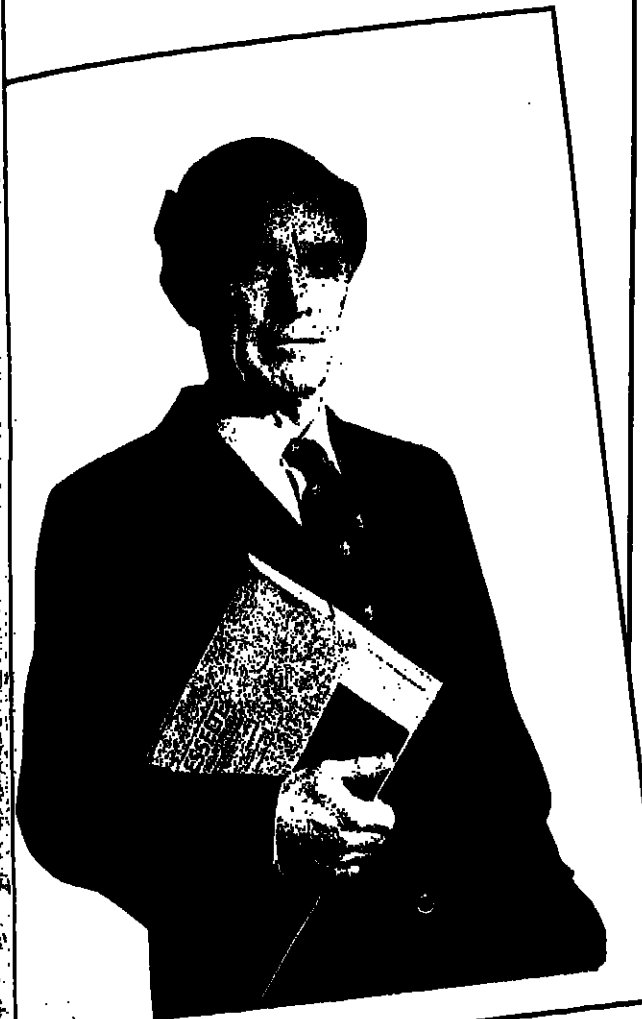
cent of school leavers are now on YTS.

Mr Walden also criticised independent schools' 25 per cent slice of the higher education cake - even though they were only responsible for educating 6 per cent of the school population.

Some university departments, according to Mr Walden, take up to 10 per cent of students from the independent sector.

Mr Walden also suggested that remedial classes might have to be organised for first year university students whose English was not up to scratch.

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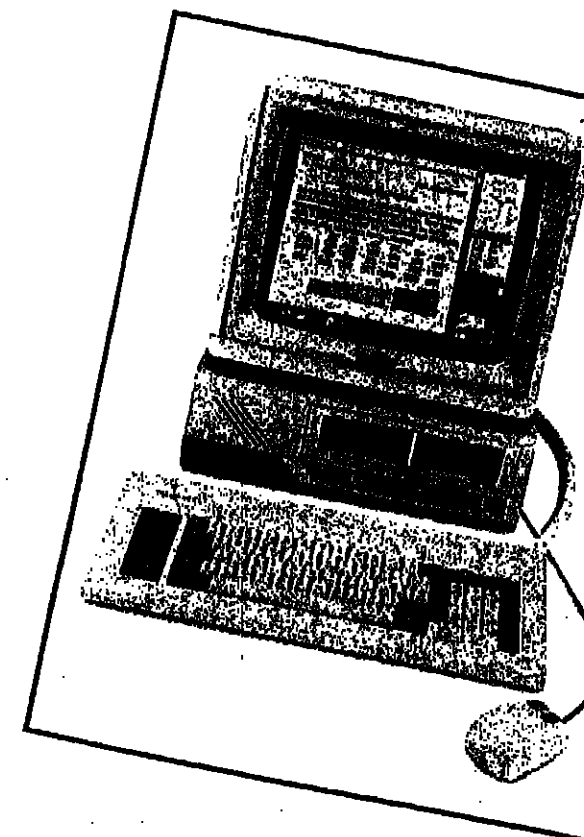
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PRIMARY



History is alive and well... and living in the quiet Oxfordshire village of Blewbury. More than 100 five to 11-year-olds from the village school rehearse for next week's pageant which will delve into 900 years of Blewbury life. Characters in the procession include Normans, Roundheads, Cavaliers, blacksmiths, and Victorian navvies - together with Ratty, Toad and Badger (*Wind in the Willows* author Kenneth Grahame once lived in the village). Gloria Peach, head of the school, scripted the pageant.

Halal meat introduced

by Diane Spencer

An education authority has agreed to introduce halal meat into six primary schools for an experimental period from September - despite protests from animal welfare groups.

Bolton's ruling Labour group responded to a request from the 20,000-strong Muslim community at a council meeting last week.

Mr Don Eastwood, chairman of the education committee, said members had listened to all the arguments and considered all the facts. They had witnessed the method at a slaughterhouse in Bradford where halal meat was already offered in some schools. He added: "We made the right decision."

Conservatives and Liberals are opposed to the scheme. Members of the Royal Society for the Prevention of Cruelty to Animals lobbied the meeting and will be protesting to local MPs.

Parents win court ruling on amalgamation

by Julie Hagedorn

Parents have won a court battle to prevent Kent County Council amalgamating two schools.

Two parents, Mr Russell Parker and Mr David Bird, sought a High Court injunction after Kent education committee decided to amalgamate Meopham county infant and junior schools in the face of almost unanimous opposition from parents, governors and staff.

The parents felt that during the 10 days consultation, members of the sub-committee were unable to answer questions about the long-term plans for the two schools.

Granting a judicial review Mr Justice McCowan agreed that no intelligent response could be made in view of

the inaccuracy of some of the information given.

The judge was also critical of the way in which education officials had dealt with the premature retirement of the head of Meopham junior school.

Mr David Jennings, then head, this week told *The TES* that he first made enquiries about early retirement in 1985. In July he was offered terms that he rejected as "totally inadequate".

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NEWS

Government should monitor initiatives, says committee

by Mike Durham

The Government should make more effort to discover the side-effects of central funding of education through specific grants, the all-party Commons Select Committee on Education says in a report this week.

In the first of a planned annual series of reports on Department of Education spending plans, the Committee urges the Government to monitor the sometimes unexpected consequences of initiatives such as TVEI and the two-year Youth Training Scheme.

The Committee also takes the Government to task for its lack of firm

But when MPs quizzed DES officials on the matter the civil servants could do no more than speculate about the possibility of a link. Attempts to reach a firm answer were "hit and miss".

"If the expansion of YTS has led to a cut in the numbers of those undertaking A levels in school, it is essential that the DES has some way of knowing that this is the case," the Committee comments. It recommends immediate steps to research and publicize the effects of central funding.

At present Government projections for i.e.a. spending are based on cur-

the sums spent on repairs and maintenance had been cut.

The committee quoted the Audit Commission's estimate that a £6-700 million maintenance backlog had built up in secondary schools.

It calls on the Government to take stock of its schools and, where necessary, revise capital spending plans to make improvements.

The value of student grants has fallen by 14.5 per cent since 1978, the Committee says, and the Government would find it difficult on present trends to fulfil its promise to increase grants

Young people on 'A' level courses and YTS (as percentage of 18-year-old population)	
	1978/80 1980/81 1981/82 1982/83
A-level pupils	18.4 18.6 20.6 20.3
YTS/YOP	5.1 9.6 13.0 18.2

financial guidance to local education authorities, the effect of spending cuts on schools buildings, and the decreasing value of the student grant.

Specific grants for education and training have increased significantly in the past four years, the Committee says. But there was a danger that central departments, which were not involved in on-the-spot provision, did not have proper information.

As an example the committee cites the apparent effect of the Youth Training Scheme on A level take-up. In 1982-3, as YTS was expanded, the number of pupils taking A levels began to fall dramatically.

rent figures "rolled forward" for the following two years without taking inflation and other factors into account. The Committee attacks them as "unrealistic".

The effects of capital spending restrictions on the quality of life in schools are becoming increasingly apparent, the Committee says. It claims that despite falling school rolls and closures, capital spending on schools is set to fall further over the next three years.

The Committee disputed figures supplied by the Department of Education which appeared to show a rise in capital spending. It seemed likely that

by 2.5 per cent a year for the next three years.

The size of grants was likely to be determined by the number of students and admissions were set to rise.

The Committee calls on the Department of Education to consider "the equity of continued reductions in the basic student award."

Increases in the student grant announced by Mr Kenneth Baker, the Education Secretary, since the Committee took evidence would only have a marginal effect, Sir William van Straubenzee said. The Select Committee is to go ahead with a limited study of student grants in the autumn.

HMIs identify health needs

by Barry Hugill

Schools are obliged to provide pupils with the information that will enable them to lead healthy lives, say Her Majesty's Inspectors of Schools in a report published on Monday.

To do this they must develop a health education programme and set a good example - for instance, by not allowing the sale in the school of "junk" food.

The Inspectors stress that parents are central to any health education programme because "education for health begins in the home."

They make four major recommendations:

● Every school, primary and secondary, should have a scheme of work in health education;

● Teachers involved in health education must have access to in-service training programmes;

● Schools should work closely with other agencies. In particular they should liaise with the youth and school meals service; and

● Parents should be involved in the devising of courses about health and sex education.

The report does not duck the sensitive issues of sex, smoking, alcohol and drugs. Any course of sex education must take into account the feelings of parents, it says.

Sex education should be taught under the direction of heads and their staff in co-operation with parents and governors, HMI say.

Teachers should approach "sensitive" issues within a moral framework but must appreciate that many children come from backgrounds "that do not correspond to the ideal of a loving relationship in which there is respect for others."

Faced with such children, teachers need "great sensitivity to avoid causing personal hurt and giving unwelcome offence."

The Inspectors say that the prime task of the primary school should be to encourage pupils to eat a sound diet and exercise and to warn of the dangers of smoking, drinking and drugs.

Secondary schools should help pupils understand the ethical issues involved in such matters as sex, abortion, abortion, fluoridation of water and the labelling of foods.

Heads must recognise the "difficulty of the task" facing teachers and those who are "less than completely confident should not be expected to deal with certain topics", say HMI.

Schools have a crucial role to play in preventing drug and solvent abuse but should not treat it as an isolated or separate topic. This could "dramatically highlight" drugs in an undesirable manner, the report warns.

Health Education from 5 to 16 - Curriculum matters 6. An HMI report. Published by HMSO £2.

Rethink called for on under-fives provision

Britain has been accused over a record of provision for the under-fives particularly in preparing the preschool child for life in a multicultural country.

A local authority policy co-ordinator, Kiruba Moodley, of the London borough of Merton, told a conference organized by Child Care, the National Council of Voluntary Child Care Organizations, in London last week that under-fives provision was fragmented, piecemeal and patchy.

Given the "racist nature" of British society, she said, those involved with the under-fives were doing too little, too late. Anti-racist policies had to start in the nursery and embrace the needs of white as well as black children.

Research provided overwhelming evidence, that even very young children were aware of race and class difference she said. White children were encouraged, through the messages they received, to value, take pride in and identify with their group.

For the black child, the opposite picture was true. Young black children therefore showed a preference for white groups and devalued their own. In the light of this evidence, she said, "anti-racist strategies are as important in Hampshire as they are in Harrogate. Racism affects all children."

She urged delegates, predominantly senior managers in the health and education services, to adopt anti-racist policies in a comprehensive and integrated approach for promoting equality of opportunity.

She said they were in a unique position to counter racism and induce children at their most crucial stage of development.

She concluded: "To do nothing is to collude and condemn generations to come, because racism damages all children, both black and white."

WHY BLAME THE STONY GROUND!

TTNS Opens New Channels of Communication for NFER

By David Smith and Ros Keep, Centre for Evaluation of Information Technology in Education (CITE), NFER.

Educational research projects seem always to have been plagued by dissemination problems. Despite the best efforts of all concerned, ideas and research findings which might be very important for classroom practice often end up having little or no impact at the chalkface. There are many reasons, of course, and we don't intend to go into them in depth here, but we have a suspicion that one of the root problems is that the very idea of dissemination is itself somehow at fault.

Remember the parable of the sower? (...and some fell on stony ground and withered...). The very word dissemination refers to the scattering of seeds. We at CITE believe that it conjures up quite the wrong attitude of

mind among researchers. (We have seeds of wisdom which we can scatter among teachers. If the seeds do not bear fruit, then it must be because they fell on stony ground). Dissemination implies a one-way process. There is a tendency for teachers to be viewed as the passive recipients of information, rather than active participants in the construction of professional knowledge. One reason for this might be the extent to which we have hitherto been forced to rely on non-interactive media such as printed books in order to transmit ideas and information. It was pointless to conceive of a two-way process when it was simply not technically feasible. The advent of systems such as TTNS has changed all that.

TTNS offers at last a means by which constructive dialogues can be established between teachers and researchers. Now researchers can begin to think in terms of 'communication', rather than

'dissemination'. But more important than that, perhaps, is the power for professional intercommunication which the system puts in the hands of classroom teachers. We at CITE are beginning to investigate these ideas.

We have already been working for some time on developing a teacher-based action research approach to software evaluation. Groups of classroom teachers have been carrying out case study investigations of computer software, using techniques developed or refined by CITE. At the moment this is quite localised, but TTNS offers a means by which on a national scale teachers can build up and share in a body of detailed 'case history' based on recent reports of real classrooms.

The CITE approach involves gathering information on new learning materials from a variety of perspectives and points of view. These may include (among other things):

- the feelings and opinions of users (children as well as teachers!);
- classroom processes and organisation;
- technical problems of using the material;
- subject 'experts' comments on the content of the materials.

Most of this is really rather routine information - not the exciting classroom pyrotechnics that usually find their way into print. Nevertheless, it is just the sort of information which teachers need in making up their minds about new ideas and developments. The value of TTNS in all this lies in the fact that it is a channel for 'communication', rather than merely 'dissemination'. Fresh information can be added, defunct information deleted, comments offered, discussion initiated in ways which extend rather than inhibit the role of the professional classroom teacher in curriculum development. And

all this can take place within a timescale which makes the process meaningful. In a rapidly evolving field such as educational computing, where developments in the classroom may be taking place faster than conventional information channels can handle, the value of TTNS to teachers and researchers alike is obvious.

What we are seeing now may be the gradual beginning of a new partnership in education, based not on the old client - patron relationship of teachers and researchers, but on parity of status between different kinds of educational specialists. NFER, through CITE are just starting to explore the implications and benefits of this partnership. It's no longer enough to blame the stony ground when our seeds fail to grow. TTNS seems to be a promising fertiliser, and mailbox TCD 100704 is our seed tray! Why not get in touch?

THE TTNS NATIONAL DATABASE A TREE OF KNOWLEDGE

The National Database contains a wide range of regularly updated information. You can check on today's FT/Stock Exchange 100 Share Index, read reports from the DES or gather information from the list of endangered species. There are a number of colourful and informative Databases sponsored by the world of business; you can find out how to join the TSB Rock School or delve into the Banking Information Service History Database, to name just two.

The diagrams on this page show the simple structure of DATAB, the database facility. Each branch off the Datab root is a separate database - you will find the reports from the DES in the Educational Reports database for example. The Curriculum database contains thirty-one subject databases, each of these containing a similar wealth and variety of regularly resourced information. You will find the list of endangered species in the Zoology Database and the Stock Exchange Share Index in both the Business Studies and Economics databases.

Users can print out virtually anything that appears on the screen and reproduce it, free, for classroom or office use. Similarly the information can be downloaded onto disk for use on computer at any time, with or without a modem connection. This includes downloadable computer software, which can be saved for further use again without any additional expense.

Each database will search out your keyword, a word or phrase which you are specifically interested in, and show you only the sections containing the word or words of your choice. Even to a complete beginner, TTNS is easy to use. The simple keyword search system means that you can talk to TTNS in plain english and find your way around the Network quickly and simply.

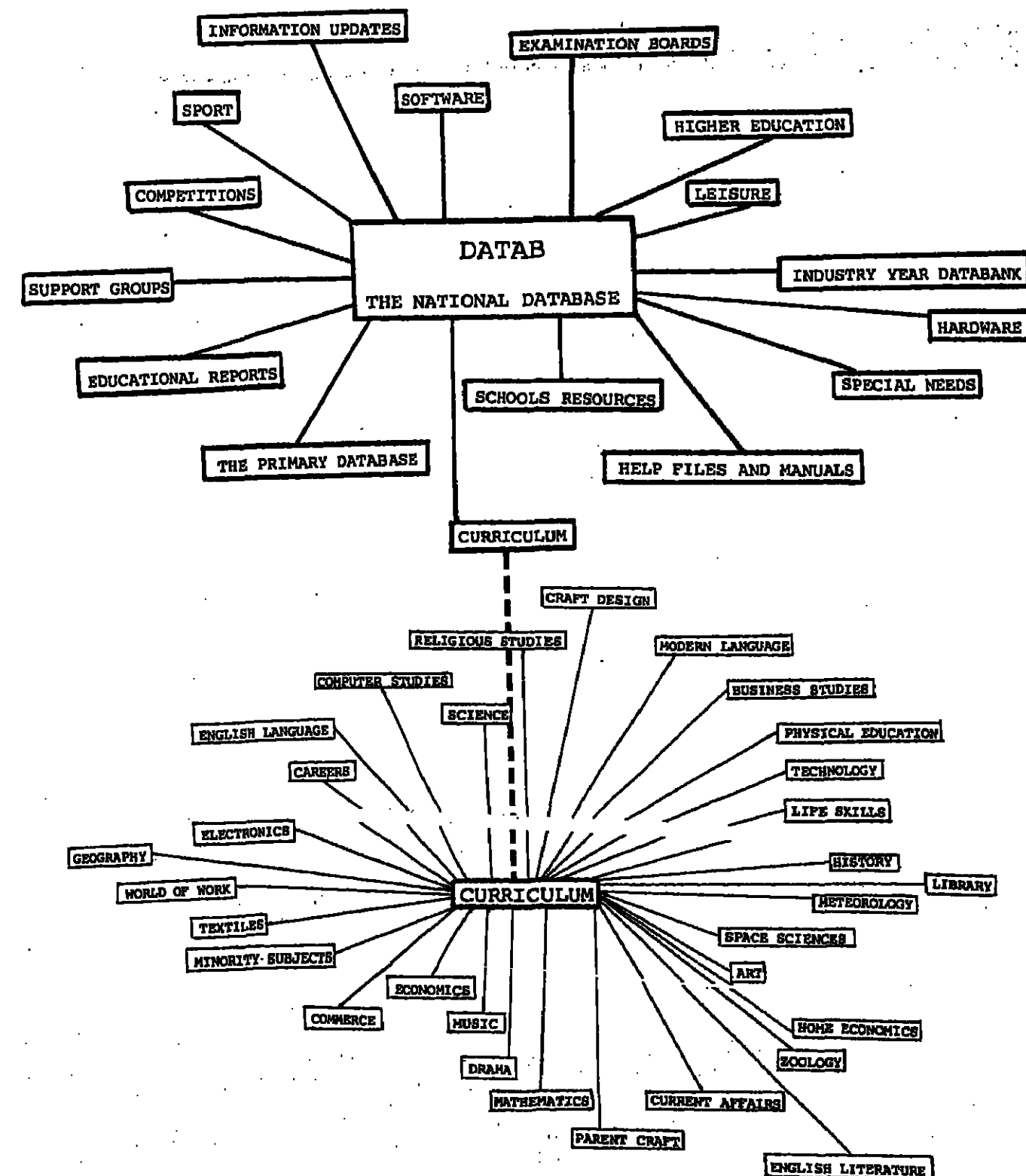
TTNS - KEEPING IN TOUCH

TTNS is designed to provide Education with an Electronic Communications and Information Service. All you need to get in touch with TTNS is a microcomputer and a modem. The modem is to allow data to travel from TTNS to the user down the telephone line.

The National Database, as described above, is by no means the only facility that TTNS offers. The other facilities include:

- An Advanced Electronic Mail facility
- A chance to mail schools abroad
- Local Database Information
- A useful Directory of Subscribers
- A Noticeboard for general information put up by users on a wide variety of subjects
- An Electronic Diary facility

FOR FURTHER INFORMATION on any aspect of TTNS please telephone the office on 01-833-7104 or 01-833-7615



NEWS

Mike Durham reports from the Socialist Education Association annual conference in Stoke-on-Trent

Labour presented with election shopping list

The next Labour government's programme for education must include commitments to tertiary education and paid educational leave, the Socialist Education Association says.

In a draft resolution to be tabled at the next party conference, the SEA sets out its stall for a 1988 Education Act in the event of Labour winning the General Election.

And in a separate draft document circulated to members, the association calls on Labour to make democracy, local accountability and the comprehensive system the three key issues of the forthcoming campaign.

The SEA has dubbed 1987 "the year of socialist education" and promised to give special backing to prospective parliamentary candidates as part of its campaign to influence Labour's education policy for the election.

A 14-point programme agreed at the SEA's annual conference will be sent to Labour's conference with a strong recommendation that the party must be ready to take power with a detailed programme for legislation already under its belt.

The association calls for an Act which would include a mandatory break at 16 for all students, with tertiary colleges replacing sixth-forms and FE colleges nationally.

Adult education must be a statutory right supplied by the L.E.A. with all activities limited to at least 15 days a year of paid time off for education, the association says.

"The 'binary line' between universities and polytechnics should disappear, to be replaced by a system of common funding for all post-16 education. The SEA also calls for the functions of the Manpower Services Commission to be integrated with the work of L.E.A.s.

Other points in the manifesto are:

- Unified nursery education combining education and social services;
- The end of subsidies to private schools and the assisted places scheme;
- The end of selection in schools;
- Special education in mainstream schools "where appropriate";
- A right to prison education;
- Governing bodies established according to the Taylor report but subject to L.E.A. policy;
- Schools and colleges run along democratic lines;
- An end to corporal punishment in schools;
- Initial and in-service training as of right for teaching and non-teaching staff;
- A new "fair" system of admissions to higher education.

Mr Graham Lane, the SEA general secretary, explained: "If we got this through, Labour would be approaching an election on a far more radical and coherent policy than it has ever done before."

One delegate told the annual conference in Stoke-on-Trent: "There is a great black hole at the centre of



Graham Lane: coherent policy

Labour's policies where education ought to be. Labour does not have an education policy."

The SEA resolution will be submitted to the party conference to form a composite with other resolutions on education, but Mr Lane said the association would adopt an "all or nothing" approach.

But Mr Bert Clough, the party's education officer, told the conference that Labour could not go to the next election with a "shopping list" of policies.

He warned delegates that "in the real political world" the contents of any Labour Education Act would be determined by the Prime Minister and Cabinet and would depend on wider political considerations.

"If we want this Education Act, we will have to convince Neil Kinnock that we need it - even if it means waiting a couple of years."

"We cannot go to the next election with a shopping list. We must sort out quite clearly what our priorities are for the next five years," he said.

Radice vows end to selection

Labour wants to create a National Education Council to give parents, unions and employers extra clout in helping to form education policy.

The new body would have a wide-ranging remit, including an advisory role on the curriculum and examinations. One of its first jobs could be to draw up guidelines on the level of books, equipment and teachers considered a necessary minimum for providing a good education.

Mr Giles Radice, the shadow Education Secretary, outlined a possible education platform for the next election in addresses to the Socialist Education Association and the TUC education conference this week.

A Labour government would:

- Require all local authorities to end selection;
- Give L.E.A.s five years to meet all

Benn plan on voluntaries is rejected

The Socialist Education Association has urged immediate action to bring church-run voluntary schools into the state education system within a specific legislative timetable under a Labour government.

At its conference members threw out a long consultative document by Caroline Benn, an SEA executive member, which urged more gradual "harmonization" between county and voluntary schools.

The decision means a change of policy for the 2,000-strong SEA, which is affiliated to the Labour Party. Until now, it has called only for an end to the establishment of new voluntary-aided schools of any denomination.

The issue is especially sensitive for Labour because of demands by some ethnic minorities to set up their own voluntary schools, such as the Muslim voluntary-aided school proposed for the London borough of Brent.

Mr Benn's consultative document, *All Faiths in All Schools*, proposed a gradualist, two-stage assimilation of voluntary and county schools carried out through persuasion rather than legislation over a period of up to 20 years.

Mrs Benn said she envisaged voluntary schools becoming non-denominational, "neighbourhood" institutions as some already were, with the ultimate aim of divorcing education for and about religion from the running of schools.

She added: "Indoctrination is one thing, but studying about religion is extremely important - how else can you expect children to study the role of the Church in society, humanism, or even Marxism?"

Mr Graham Lane, the SEA general secretary, said the existing policy was "fundamentally racist". He added: "The time has come to be clear that we oppose Muslim schools, just as we believe that the sons and daughters of Roman Catholic people should be educated with the rest of the community."

Mr Lane said the SEA would continue to campaign for the abolition of selection in schools.

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James Meikle on the TUC education conference

Unions press for street-level action on cuts

The Trades Union Congress entered the "save education" arena this week with advice for exerting grassroots pressure on Government and local authorities.

Its 32-page briefing booklet recommends action from pushchair rallies for more nursery provision to publicizing evidence about the effects of classroom cuts in local papers and on radio stations as well as lobbying MPs and writing letters to the Education Secretary.

The emphasis is on street-level action to back up national moves for increased resources and changes in policy.

Union members are urged to campaign for more opportunities for children under five, to resist cuts in staff, buildings, equipment and the range of subjects taught in schools, and to fight threats to the school meals service. They should press for education maintenance allowances for all teenagers between 16 and 18, take a full interest in the Youth Training Scheme and negotiate "top-up" allowances, and push for expansion in adult and higher education at colleges, polytechnics and universities.

Workers should also have a right to paid educational leave to follow vocational or academic courses, says the TUC.

The new campaign was launched at a special conference at Congress House in London on Monday. It came a week after a significant new alliance between parents' and teachers' organizations, PARENTS - Put Additional Resources into Education Now for Today's Schoolchildren - was announced. The National Union of Teachers is shortly to give details of its own plans to defend the state education service.

Mr Norman Willis, the TUC general secretary, said money alone would not solve the problem. Curriculum development, exam reform - "the GCSE

is a step in the right direction" - and teacher training were all vital to the development of a proper comprehensive education.

He added: "I want to see doors opening, not closing. I do not want to see and hear all the time about school falling into disrepair, about parents organizing jumble sales in order to buy books for their children, about colleges closing down, about students having to beg their parents for money for the rent."

"I don't want to hear about wasted opportunities, about stagnation in research and development work, about workers in the education service being paid badly. That's why we are calling for a rescue operation."

On higher education, he promised: "A Labour Secretary of State for Education taking office tomorrow would agree to provide the public sector colleges with the resources needed to maintain access and protect the level of per student provision and would stop the cuts being planned for the universities."

Mr Michael Montague said guidelines should be laid down so that "young people would not be subjected to glorified advertising."

He said: "Given that schools are finding it more and more difficult to buy textbooks, this kind of literature must seem like manna from heaven. In the absence of guidelines, it is likely to be the least well-off children who are likely to soak up this hidden advertising."

Problems had been caused by delays with syllabuses, most of which had not

been completed until May, but publishers had still gone ahead and produced special titles, and study aids which had been available since the early spring.

Mr Davies said the money recently allocated by the Education Secretary, £20 million this year, £10 million in 1987-88 and £10 million in 1988-89, would probably not be enough because it had to cover both books and equipment. The publishers had estimated that £30 million would be needed to provide a welcome fillip to an ailing market.

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The Labour education spokesman Mr Giles Radice, had promised a programme of new resources if a party formed the next government. Some speakers expressed reservations about what the politicians would deliver.

Mr Malcolm Horne, of the NUT, said the "soothing words and tricks of money" from Mr Baker, the Education Secretary, would not solve the problem.

But it was Labour local authority leaders who were showing "outrageous attitudes" over conditions of service for primary teachers at the Acs talks. They still did not recognize the teachers of young children should have time off to prepare lessons as secondary teachers had, he said.

Mr Radice noted the reservations about Labour priorities: "It is no good being so sceptical that you let the Tories back in again."

The TUC initiative is also aimed at breathing new life into the Education Alliance, the organization representing 34 unions and parental welfare and educational groups, which has hardly got off the ground in some parts of the country.

Mr Norman Willis, the TUC general secretary, said money alone would not solve the problem. Curriculum development, exam reform - "the GCSE

is a step in the right direction" - and teacher training were all vital to the development of a proper comprehensive education.

He added: "I want to see doors opening, not closing. I do not want to see and hear all the time about school falling into disrepair, about parents organizing jumble sales in order to buy books for their children, about colleges closing down, about students having to beg their parents for money for the rent."

"I don't want to hear about wasted opportunities, about stagnation in research and development work, about workers in the education service being paid badly. That's why we are calling for a rescue operation."

On higher education, he promised: "A Labour Secretary of State for Education taking office tomorrow would agree to provide the public sector colleges with the resources needed to maintain access and protect the level of per student provision and would stop the cuts being planned for the universities."

Mr Michael Montague said guidelines should be laid down so that "young people would not be subjected to glorified advertising."

He said: "Given that schools are finding it more and more difficult to buy textbooks, this kind of literature must seem like manna from heaven. In the absence of guidelines, it is likely to be the least well-off children who are likely to soak up this hidden advertising."

Problems had been caused by delays with syllabuses, most of which had not

been completed until May, but publishers had still gone ahead and produced special titles, and study aids which had been available since the early spring.

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NEWS

Women job-seekers face more personal questions

by Hilary Wilce

Women teachers going for job interviews are four times more likely to be asked questions about their personal lives - including child care arrangements, whether or not they intend to have children, the attitudes of their husbands, and their domestic duties - than men teachers.

The kind of questions asked include "Have you got a boyfriend?", "Will your husband mind if you are promoted to a higher scale than him?", and "Do you consider yourself to be a woman's libber?"

According to a survey of teachers in Kent, carried out by the county division of the National Union of

Teachers, 24 per cent of women said they had been asked discriminatory questions, compared with only 6 per cent of the men who responded.

Personal questions men reported included "Is your wife willing to move?" and "Why do you have a beard?"

The county-wide survey confirmed the findings of an earlier pilot project (TES, February 14), that men hold a disproportionate number of top jobs, and that women have lower expectations of being able to win promotion.

However, the survey found that many women wanted promotion but could see no opportunities for it, while

many men wanted promotion but were unwilling to move house.

"This is quite contrary to the prevailing stereotypes of the woman who lacks geographical mobility because of family commitments and the man, untrammelled, who is prepared to travel around in order to further his career," the report of the survey points out.

Eight hundred and fifty teachers responded to the survey. One of the recommendations made by the union is that interviews should be preceded by a declaration that questions will be confined to the job requirements and relevant qualifications and experience.

NUT admits weakness over 16-plus

by James Meikle

The National Union of Teachers nearly put itself in an untenable position over the introduction of GCSE, its general secretary, Mr Fred Jarvis, has admitted.

The NUT has recently dropped its boycott of the exam, after the Government provided an extra £20 million for this year, but the union still believes the new certificate is being inadequately planned.

The union leadership has therefore effectively weakened a conference resolution, passed at Blackpool in April, which said members should be advised to refuse to teach new syllabuses, and

continue with O levels and CSEs, until it was clear that the GCSE was sufficiently organized and funded.

Mr Jarvis told a public meeting at Wantage, Oxfordshire that the union should co-operate, despite its reservations on consultation, resources, and timing, now that plans for postponement of the exam had failed.

"Difficult though the situation is likely to be in the schools in September, because of the Government's refusal to accept our advice, to have said that we would tell our members in secondary schools that they should carry on teaching for examinations which were

to be discontinued would have been untenable and would have found no support from the public.

"It would certainly have had no political support."

● The London borough of Bexley is paying back money docked from teachers who refused to cover for absent colleagues during the pay dispute.

Cash deducted was first £2, then £3, for each time a teacher would not cover. The total involved is about £2,000.



Jill Pirrie: "Poetry is the basis of my teaching"

Miss Pirrie's magic formula

Mr Leavis may be dead but his spirit is alive and kicking. It has taken up residence in rural Suffolk at Halesworth Middle School.

The great man spent his life arguing that literature ought to be central to all good education and for his pains was ostracized by the Cambridge establishment and finally put out to grass at York.

Yet his followers are all around and turn up in the strongest places. Miss Jill Pirrie, an English teacher at Halesworth school, would bring a smile to his face if he could hear her. "English teaching must be about story and poetry," she insists. "Poetry is the basis of my teaching and I believe that it works well."

There can be no doubt of that. Miss Pirrie has so enthused her charges that they have walked off with 11 prizes in this year's W H Smith young writers' competition.

To win one prize is excellent, to win two is a real achievement for a school, to win 11 of the 93 prizes is unprecedented. The competition began 28 years ago and Smith's say they have never experienced anything like Halesworth before.

And it wasn't that the standard of entry was poor. There were 31,000 entries and, according to the chairman of the judges, Prof Laureate Ted Hughes, the standard was high. So high that Macmillan is to publish the winning poems and stories in a paperback next spring.

Miss Pirrie says that she doesn't know why her pupils have done so well but that it is because she is modest. Other staff at the school say it is because her enthusiasm kindles a creative spark in her young charges.

Education Under Threat - A TUC Campaign Brief is available from the TUC at Congress House, Great Russell Street, London WC1B 3LS, price 80p.



Norman Willis

OLD GRANDMA

Her skin hung to the oldness
Of her hand like rose petals
Clothed in water.
She folded my hand in hers
And patted it softly.

She looked at me with the lustre of a diamond
In each eye.
Her hair was twined back into
A grey bun, swerving and
Curving its way round
Like soft smoke.

Her eyes wandered with thoughts
And stared at me.

I bent forward and kissed her wrinkled
cheek.
It was like kissing clay.
All cold and soft.

I took a deep breath and smelled
Mini humbugs and golden fudges.

I felt saddened by the way she moved
Like a clock winding down.
Getting slower

POOR old GRANDMA.

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interesting and enjoyable extra practice in the skills and concepts which children need for today's syllabuses.

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Letts Study Aids

Hilary Wilce reports on preparations for the admissions onslaught and key higher education issues

Clearing the decks for UCCA action

It's a quiet time of year at the Universities Central Council on Admissions, commonly known as UCCA.

A lot of knitting gets done, and *Women's Own* is read avidly. One or two late forms pass despatch through the system as the files are "got into a pure state" ready for the great explosion of clearing, when the A level results are announced.

More than three million candidates have been processed by UCCA in its 25 years, and it is doubtful if more than a handful have paused to contemplate the progress of their application form between sending it off and receiving the all-important university offers or rejections.

That, according to Mr Philip Oakley, the general secretary, is as it should be. If the system works efficiently and unobtrusively, it is obviously doing its job. It is essentially unchanged since begun by the universities in 1961 at Tavistock Square in London, although a new computer with an eight-million character memory has largely superseded the original punched cards.

What has changed is the scale of the operation. In 1963, UCCA processed 200,000 applications from 50,000 candidates to 41 institutions. In 1985 it was handling 800,000 applications from 170,000 candidates to 70 institutions.

Early in its life, when it seemed the universities might have bitten off more than they could chew, the military was enlisted in the shape of a former army colonel, Mr Jim Wisc, as deputy secretary, to get things licked into shape.

That tradition continues - Philip Oakley is an ex-RAF man - but the teaching problems were ironed out long ago. The system, with its huge mail sacks, colour-coded cards and its battalion of long-serving and experienced staff works smoothly, despite tremendous seasonal surges and the heart-stopping potential for forms to go astray, or for "33" to be misread as "88" and a candidate directed to Surrey University instead of Leeds.

Today UCCA lives in a modern office block in a leafy road close to the 120 and can draft in up to 50 temporary staff at peak times.

The work combines the tedious and the exciting. Details have to be logged, filmed, copied and posted. They are checked at every stage, and a precise and updated record is kept of each candidate's progress through the system.

The staff - the "Cheltenham ladies" - appreciate that what to them might be just forms represent the hopes and aspirations of countless anxious teenagers.

The candidates come first, they stress repeatedly to the school and university visitors who troop around

the building ogling the size of the operation - even if it means staying at the office till gone midnight.

The staff are helped in their surprisingly trouble-free operation by the co-operation of both candidates and universities. Relatively few forms have to be returned as incomplete, or wrongly filled in. If they are, the confidential academic report is obscured.

UCCA comes face-to-face with schools twice a year, at conferences attended by heads and careers officers, and the questions raised there are generally predictable.

Why must candidates rank universities in preference order? Answer: because, when last surveyed, that is what candidates wanted.

Why must they give parental occupation? Answer: for national statistical purposes, and because universities sometimes take it into account. "I'm not suggesting they would bend over backwards to ensure that every coalminer's son gets in," Mr Oakley adds, "but they may take it into account".

What about the value of a confidential report, if the local authority has a policy of open records? Answer: the writer should clearly indicate it is open, and it will be read accordingly.

From UCCA's viewpoint, some schools are far more geared up to university applications than others. However, the biggest problem arises from candidates not bothering to read the fine detail of courses applied for.

Later, they are disappointed to find that what they are offered is not necessarily what they have in mind. "Some candidates don't have any idea how much courses can vary," Mr Oakley points out. "My daughter is one of them. She had five offers to do management science and assumed the course content was the same. But she ended up doing operational research, and not the personnel side of things she was interested in."

The complex clearing procedure is operated by five subject area panels, staffed by undergraduates and chaired by an academic.

Candidates note their preference for university, course and geographical area, while universities make known - confidentially - their vacancies and minimum academic requirements.

Candidates can improve their chances by contacting universities directly with their qualifications. UCCA's work has expanded recently with the setting up of the centralized polytechnics' admissions system, PCAS, just across the road.

If imitation is the sincerest form of flattery, the birth of PCAS can be seen as UCCA's strongest vote of confidence yet.



Flying high: ex-RAF man Philip Oakley confidently at the controls in Cheltenham

Entrance guide

This year's *The Compendium of University Entrance Requirements for First Degree Courses in the United Kingdom 1987-88* - published by the Association of Commonwealth Universities for the Committee of Vice-Chancellors and Principals - is available from Sheed and Ward Ltd, 2 Greenchurch Lane, London EC3A 5AQ, £9.50, postage free within the UK.

Courses fight

Two polytechnics which have been told to wind up their architecture degree courses by the Department of Education and Science are to fight the move through the courts. North East London Polytechnic and Huddersfield Polytechnic argue that the decision has been reached after potential students have been offered places for next year.

Account bait

Three High Street banks have announced student packages. The main feature is the Midland is offering students £5 or a travel clock when they open accounts. First-year, full-time students who open accounts with Lloyds before November will be given a cash credit of £10. The cash gift is increasing to £10 the cash gift in its banking package for first-year students.

Euro degree

Economics students are being offered a new degree course aimed at giving a wider experience of the European Economic Community. Middlesex Polytechnic and the University of Nantes are offering a joint four-year course leading to a BA Honours European Economics degree.

Chinese deal

Some 350 Chinese students a year will be able to study at British universities and colleges under a new scholarship agreement signed by the British and Chinese governments. The scheme, which will cost £35 million over 10 years, is being jointly financed by a private Hong Kong foundation (£14 million), the Chinese Government (£14 million) and Britain's Overseas Development Administration (£7 million).

Vice-chancellors repeat warning on standards

University leaders warned the Education Secretary, Mr Kenneth Baker, last week that university standards would plummet without additional cash.

In their first formal meeting since Mr Baker took office, representatives of the Committee of Vice-Chancellors and Principals and the chairman of the University Grants Committee, Sir Peter Swinnerton-Dyer, said money was urgently needed to boost academic salaries and repair buildings and equipment.

The University Grants Committee's annual survey for 1984-5 outlines their decision to contribute £12 million over three years to the Government's £43

million programme announced in March 1985 to fund additional engineering and technology students. For the last year of the "new deal" scheme, which provided funds for recruiting additional lecturers, the committee allocated funds for 2000 posts in 1985-86, and a further 2000 in 1986-87.

University education department reported that staff and resources were severely stretched by the new deal of the Council for the Accreditation of Teacher Education.

University Grants Committee Annual Survey, Academic Year 1984-5 HMSO, £4.40.

Small rise in applications

The number of home candidates applying to university crept up last year by 0.4 per cent. The small increase is mainly explained by the expansion of the centralized university admission system, UCCA, to include Glasgow and Strathclyde and the establishment of the University of Ulster.

The number of overseas applicants rose more dramatically, by 13.3 per cent, and the number accepted rose still more, by 18.5 per cent.

Figures released this week by UCCA also showed a slight increase in

the number of mature candidates, over the age of 25, accepted by universities, and an increase in candidates going places with BTEC and other work level qualifications.

Sixty nine per cent of home applicants in 1984 came from social classes I and II, while under five per cent came from class V.

UCCA Statistical Supplement to the twenty-third Report, 1984-5, UCCA, PO Box 28, Cheltenham, Glos GL51 1HY, £3.00.

Baker holds fire on closures

The Government is not considering closing any university, although not every faculty can expect to continue as it is, Mr Kenneth Baker, the Education Secretary, told the Commons last week.

In an Opposition-sponsored debate on further and higher education, he said the Government had boosted the number of students taking science and engineering courses by 30 per cent since 1979, compared with an increase

in total student numbers of 17 per cent. The University Grants Committee was planning further increases in student numbers, he said.

Mr Baker praised the role of Bishop Beck College, London, in offering part-time higher education, and welcomed the decision by the UGC to reconsider the weighting it allocated for funding purposes, to part-time students at the college.

Move to defeat vandalism and arson

by Geraldine Hackett

Schools are to be provided with practical advice this year on ways to beat vandals and arsonists.

The cost of repairs and replacing stolen equipment runs to millions of pounds and in some schools teachers and pupils are at risk from intruders.

Now education officials in Manchester are considering installing closed circuit television monitors at an inner city comprehensive school where there have been two attacks on pupils by outsiders this school year.

The Department of Education and Science has commissioned a study on schools security, and in the interim has issued a discussion paper on current crime prevention methods. It says that

in 1984-85 vandalism and arson cost 60 local education authorities £16 million. One authority spent £2.3 million making good the damage done by crime.

The department's discussion paper admits that so far there are no blanket solutions.

It says: "The aim should therefore be to devise local measures that will be appropriate to the needs of individual schools and be cost effective in relation to the degree of risk involved in each case."

Vandalism is more common in inner city schools, and secondaries are targets more often than primary schools. Schools built in the 1960s provide easier targets for those intent

on burglary as they often have no roofs, which provide a ready entry.

Methods schools use to keep out intruders include: burglar alarms; television monitoring; improved lighting; polycarbonate material in place of glass and better school maintenance.

The paper casts doubts on whether the increased use of schools out of hours can reduce the level of crime.

A study of burglary in London schools carried out in 1982 found that the schools most used by adults for burglary were the most subject to

The DES study is planned to be completed before the end of the year.

Reagan tries to get round court ruling

UNITED STATES

Bill Norris on the latest round in the saga of remedial teaching in parochial schools

The Reagan Administration's fight to bridge the constitutional divide between public and religious schools has entered a new phase.

In a bid to circumvent last year's Supreme Court ruling that public school teachers could not go into parochial schools to give remedial instruction, the Education Department last week announced new regulations which would enable them to teach in mobile or temporary classrooms parked on religious school property.

Not surprisingly, the move has prompted an instant legal challenge. An organization known as Americans United for Separation of Church and State, which already had a lawsuit pending against the department in Missouri, has amended its complaint to include the new rules.

The temporary vans and bungalows, according to the department guidelines, will be paid for from the allocation of money for the education of all disadvantaged students, not merely those in the parochial schools.

Objectors claim that this is unfair, and that in any case the new buildings are likely to be regarded as an integral part of the religious schools - thus defeating the whole purpose of the Supreme Court ruling.

The Missouri trial is to be held in the Federal district court this month but is almost certain to find its way back to the Supreme Court.

However, it will be some time before this particular issue is put to the test. Another case involving education and religion will come first, and is likely to be even more controversial.

In October, the court is to hear arguments in a suit which echoes the

notorious 1925 Scopes trial. At issue: can the state of Louisiana direct its schoolteachers to give equal time in the classroom to the conflicting theories of evolution and creation?

This one has been bouncing around the courts since 1961, when the Louisiana state legislature passed a law entitled the Balanced Treatment for Creation-science and Evolution-science Act.

The Act laid down that although teachers were not obliged to give any instruction on the origins of man or the universe, if they did so they must give "balanced treatment" to both theories. Neither must be put forward as proven scientific fact.

The Act was immediately challenged by educators, religious leaders and parents. They claimed that it was an attempt by Christian fundamentalists to write the book of Genesis into the legal code of Louisiana. A Federal court gave summary judgement in their favour, and was upheld on appeal to the fifth US circuit.

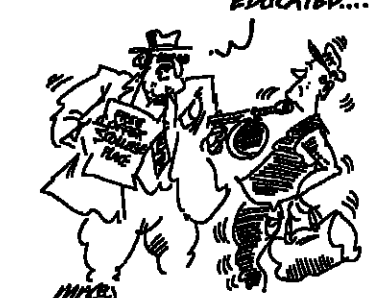
But the vote in the Appeal Court was very close. Eight judges held that creationism was a religious belief, and that the Act was unconstitutional under the amendment forbidding state support of religion.

Seven of their colleagues, however, claimed that this fact did not preclude the possibility that the theory was also scientifically correct. By preventing its teaching, they said, intellectual inquiry was being stifled in exactly the same way as it had been by the Tennessee law forbidding the teaching of evolution, which led to the Scopes trial.

Given this close result, and the re-structuring of the Supreme Court, supporters of creationism are optimistic that they will win the argument in October.

The Supreme Court verdict, however, is likely to be seen less as an endorsement for one theory or another, than a litmus test of whether the court is prepared to endorse President Reagan's unceasing efforts to bring prayer back into the classrooms of America.

YOU SA GYMNA BE EDUCATED...



An offer they can't refuse . . .

Graduates of an elementary school in Brooklyn, New York assembled for their annual speech day last week, expecting the usual platitudes from the wealthy businessman invited to address them.

Instead, they were told by Paul Tudor Jones II: "I've got an offer I hope none of you can refuse. I'll pay your way through college." The 83 students sat stunned while parents and relatives stood and cheered.

If the students complete high school with sufficiently high grades to enter college, then Mr Jones will pay for their university education.

Without such an offer, very few of the children from public school number 5 in the run-down area of Bedford-Stuyvesant, Brooklyn, would have got near a university. Indeed, under half would even have graduated from high school.

The story behind the Jones offer goes back five years, when Eugene Long, a millionaire industrialist and philanthropist, found himself on the losing day platform of his old school in East Harlem.

On the spur of the moment, he says, he made the same pledge to the 51 pupils who were about to enter high school. Today, 50 of them are still in college, and doing well enough to qualify for

Inspired by this, Mr Lang has formed a group of other wealthy men and women, and persuaded them to make the same pledge.

Altogether, 425 boys and girls from elementary schools in the poorest and toughest neighbourhoods of New York will soon be getting an offer of free university education.

The group has pledged more than \$250,000 and have also agreed to make themselves available for help and guidance to the students for the next six years.

Mr Lang chose his group of benefactors from an avalanche of inquiries after news of his scheme became public last year. They were picked, he said, because they have "both the resources and the motivation".

Cynics say that the group will get substantial tax advantages from their generosity, but Mr Jones, a 31-year-old phenomenon who made his fortune trading commodities on Wall Street, says he and the others were moved by a desire to do something for society.

"New York has been incredibly good to me, and I love this city. For 31 years I've done nothing but think of myself, and this is a chance for me to pay back this community."

OVERSEAS

A good chance of all change for Victoria

AUSTRALIA

Lula Garcia reports on radical plans to give more power to individual schools

Schools in Victoria will be given unprecedented new powers to hire and fire teachers and to conduct their own financial affairs under proposals now being considered by the state's Labour government.

The proposals, recently leaked to a Melbourne newspaper, were recommended by a government committee which spent more than five months looking at ways of making the schools more independent.

Schools in all states are rigidly

controlled by centralized departments which decide almost every aspect of a school's day-to-day operations. As a result many middle-class families, with very little say in the manner in which the schools are run, have shifted to the private sector.

Now the committee envisages that schools would be:

- Free to appoint, promote, pay and also dismiss teachers and other staff;
- Able to set their own hours and attendance rules, employ emergency teachers, buy their own furniture, carry out their own major works and school maintenance and even buy, lease or sell land and building according to its needs.

The committee said in its report that the proposals involved "a fundamental realignment of functions and a shift of resources and powers" which would make schools in Victoria self-governing by the early 1990s.

It said that although school councils now have the power to decide on issues such as curricula, they have no control over resources "to facilitate and enhance their performance of this overriding function".

Observers believe the proposals have a fairly good chance of being accepted by the government if only because of increasing competition between private and public schools for a shrinking student population.

But they are likely to meet strong opposition from the teachers' unions and groups representing parents. The unions, in particular, are expected to be alarmed at suggestions that schools be given control over many of the conditions of employment for teachers, such as promotion, the allocation of special allowances and, in some cases, the approval of long-service leave, study leave and other such benefits.

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But they are likely to meet strong opposition from the teachers' unions and groups representing parents. The unions, in particular, are expected to be alarmed at suggestions that schools be given control over many of the conditions of employment for teachers, such as promotion, the allocation of special allowances and, in some cases, the approval of long-service leave, study leave and other such benefits.

The committee said in its report that the proposals involved "a fundamental realignment of functions and a shift of resources and powers" which would make schools in Victoria self-governing by the early 1990s.

It said that although school councils now have the power to decide on issues such as curricula, they have no control over resources "to facilitate and enhance their performance of this overriding function".

Arrests prompt global protest

SOUTH AFRICA

Teachers throughout the world have protested to the South African government over the arrest of teachers' leaders during the current wave of unrest.

The World Confederation of Organizations of the Teaching Profession (WCOTF) has been angered by the arrest of H H Dlamini, secretary general of the African Teachers' Association of South Africa (ATASA), a member organization of WCOTF.

Also arrested in the current wave of repressive action are provincial teacher leaders M Mjoloza (Cape Province), J Sithole (Natal) and two brothers named Mombela (Orange Free State). Most of the members of the National Education Crisis Committee are also thought to be in detention.

WCOTF has called on all members to demand the release of the detainees. WCOTF itself is taking immediate steps to provide legal aid to ATASA.

The present police action, and the suspension of civil rights by the Government, must be seen as a provocative and cynical response to world pressure for the dismantling of apartheid, says WCOTF.

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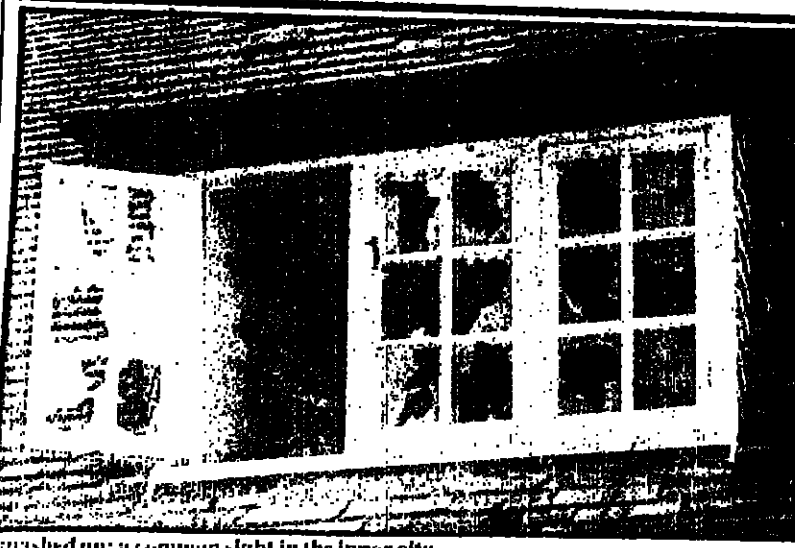
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Smashed up: a common sight in the inner city

OVERSEAS

Boarding schools seek to erase outdated image

WEST GERMANY

Paul Bendelow on the modernization of old-fashioned country institutions

That rare creature among West Germany's educational fauna, the *Land-erschulungsheim* or country boarding school, has begun to look less like an endangered species of late, as it shows signs of adaptability to a changing environment.

In evolutionary terms, the boarding school is very much a newcomer in the country, a hybrid emerging at the turn of the century and combining the academic features of the grammar school with characteristics of the British public school.

Lacking the long tradition of their British counterparts, German boarding schools have been more susceptible to changing attitudes towards education. Particularly during the pronounced anti-authoritarian movement of the 1960s and 1970s, their popular image sank to one of last-resort institutions for sorting out behavioural problems that had defeated ordinary state schools, or for getting matriculation qualifications for the failed children of the rich. Parents choosing a boarding school education for their children at that time were more likely to face assumptions of family inadequacy than charges of elitism.

Certainly most parents considering a boarding school would have university entrance qualifications in mind, rather than any social or professional advantage for their children in later life. Such advantages exist but, in the largely classless society of post-war Germany, are no substitute for the *Abitur* (A level equivalent).

Even the most prestigious boarding school, at Salem near Lake Constance, is uncomfortable with its popular image as "the princes' school" - a sobriquet due to its founder, Prince Max von Baden, and a succession of bluebloods among its pupils past and present, including the Duke of Edinburgh. The headmaster, Dr Bernhard

Bueb, points out that though the school still numbers the children of titled families among its pupils they amount to no more than 3 or 4 per cent and do not determine the character of the school.

Salem wants to alter its image from a spartan relic of an aristocratic past to a forcing house for talent in a forward-looking society. A system of public scholarships was launched two years ago in a bid to attract high achievers, independent of parental means, who believe the boarding school environment will best enable them to develop their potential.

Favourable pupil-teacher ratios are clearly an important advantage for boarding schools, as are their idyllic country settings. But they are also benefiting from a widespread dissatisfaction with recent developments in state education, which is seen to suffer from oversized schools, jam-packed curricula, a high pressure grading system and an all-pervasive, unwieldy bureaucracy.

In education - as in other fields - the holistic approach is undergoing a favourable renaissance. The original emphasis of the founding fathers of Germany's boarding school movement on educating the whole person, rather than simply schooling the intellect, today strikes a chord with many parents - and teachers.

The point is made by Professor Holmut Becker, chairman of the association of country boarding schools, in the association's handbook.



Altered image... the prestigious Salem school

The 18 member schools, he writes, "try to realize the unity of education and teaching" to train both mind and body, in theory and in practice.

As a minority option in Germany, boarding schools have never become a party political issue. The constitution guarantees the right to establish private schools, subject to approval by state authorities. As a result, schools such as Salem follow the standardized curriculum for grammar schools and their qualifications are recognized nationally. They also enjoy sizeable

subsidies from regional education authorities. The state of Baden-Württemberg, for instance, considered among the most supportive of the private sector, provides Salem with a grant of 5,000 marks per year (£1,500) for each of its 500 pupils.

While remaining an exception, therefore, the German country boarding school is in little danger of extinction. Its image in future may well benefit from a broader appreciation of its distinctive features, other than simply its rarity value.

Union fights bias against women heads

The Irish Republic's biggest teacher union wants annual statistical checks on possible discrimination against women applicants for the top jobs in primary schools.

The Irish National Teachers' Organization says a new study proves that there is definite discrimination against women teachers.

Female staff outnumber males by three to one in primary schools. But the report showed that a male was almost five times more likely than a woman to hold the post of principal. Men were at a 6:1 advantage in larger schools and 4.8:1 in smaller ones.

Now the INTO is asking the education ministry to publish annual statistics on:

- The number of vacancies for principalships and the categories of schools where they arise;
- The male:female ratio of applicants in the various school categories: boys, girls; senior, junior; and religious, lay;
- The male:female ratio of successful applicants.

The union also wants the ministry to delay ratification of appointments where there is evidence of discrimination against women; at present postings are ratified while cases of alleged discrimination are still being processed.

Gender Inequalities in Primary School Teaching. A joint study by the Irish National Teachers' Organization, Employment Equality Agency, and the Educational Research Centre, St Patrick's College, Drumcondra, Dublin.

John Walshe

Bill pushes university selection

FRANCE

Mary Follain reports tentative moves towards tougher entrance procedures

France's new minister for research and higher education is a tall, pipe-smoking research scientist, M. Alain Savary, who flushes red with anger when asked for the umpteenth time he is in favour of selective entrance procedures. "I won't say yes and won't say no," he hedges. "It's not a simple, black-and-white issue."

La sélection is the most controversial issue in the proposed university reform which he will present to the French Cabinet next Friday. The bill replaces the 1984 "Savary law" and allows universities a little more freedom from state control.

It falls far short of the Right's election promise of complete autonomy but, while his own party criticizes its moderation, socialists and others see it as the thin end of the wedge, opening the way for rampant inequality.

The bill is less ambiguous on the matter of selection than its author: "Universities will be able to define conditions of entry... and say that a certain course of study would be particularly beneficial to students with a certain type of *baccalauréat*."

That may seem a harmless statement to anyone familiar with British university entrance but in France, where selection for universities is taboo, it is a political dynamite. This is not the rest of higher education. The *grandes écoles*, which train most top civil servants, technocrats and business executives, set stiff entrance exams and the more modest technical institutes or universities (IUTs) select their students. But it is a tradition that the *bac* (equivalent to A levels) confers the right to a university place and selective is often held to be undemocratic.

"The result is overcrowding in popular universities, with drop-out rates somewhere between 30 and 50 per cent in the first two years - no precise figures exist."

Under the previous socialist government, the first education minister, M. Alain Savary, forbade selection while his successor, M. Jean-Pierre Chevènement, turned a blind eye. The right-wing election platform promised complete independence to universities together with the right to select students, and prime minister Jacques Chirac repeated the promise in April.

Despite pressure from right-wing academics and colleagues in the ministry, urging him to implement the policy, M. Deveau is proceeding cautiously. His bill, he says, is "moderate but firm". He is adamant that the *bac* gives the right to a university education and that "France needs more university students, not fewer."

Universities will have to submit their entrance requirements for ministerial approval and publish them every January, a measure which he hopes will eliminate the present "hidden" selection.

Universities will have to take in as many students as possible but M. Deveau has few fears on this score since resources will be allocated according to student numbers.

The Chinese say the textbook in question, which is intended for high schools, describes Japanese aggression against China between 1937 and 1945 as "necessary" and attempts to "gloss over" the sackings of Nanking and the killing of thousands of civilians in 1937. It also tries to "whitewash" the Pacific war as an honourable attempt to "liberate Asia" from American and European rule and build a "greater east Asian sphere of co-prosperity".

The book, which was compiled by the strongly patriotic National Council for the Defence of Japan, was described by Peking as an affront to the feelings of Chinese and other Asian people who suffered from Japanese brutality in the war.

Geoffrey Parkins

Gender bias

Sir - We would like to congratulate you on commissioning an article which acknowledged the importance of eliminating gender bias in examination papers "Boys' own papers" (TES, June 13).

Your readers may be interested to know that issues relating to gender and the learning of mathematics have been the focus of attention internationally for some years. In this country over the last five years a subgroup of GAMMA (Gender and Mathematics Association) has been scrutinizing textual materials and examination papers and the gender bias in these has been well substantiated.

It was, therefore, with some disappointment that we noted that Elizabeth Hendry appeared not to recognize the existence and importance of this bias within mathematics. Indeed, when asked for a "critical filter" both in literature and the job market, it is foolish, in the circumstances, to overlook the centrality of the role played by mathematics in girls' education and occupational choices.

LEONE BURTON
(International Convenor)
ZELDA ISAACSON
(UK coordinator)
International Organization of Women and Mathematics Education
19 Windermere Avenue
London NW6

Roses view

Sir - Elizabeth Hendry asks us to contemplate the "misery and devastation" inflicted on the civilian population of England during the Wars of the Roses "for a change".

Modern historians of this period stress the small impact of the wars on everyday life, and would argue that there was very little "misery and devastation" directly engendered by them. After all, military campaigning - on the most exaggerated estimate - can have occupied no more than one year out of 37 and was probably little more than 13 weeks in all.

Mrs Hendry is seeking an example of conflict to prove her point, she would do better to look elsewhere.

EDWARD TOWNE
Head of history
King's School, Rochester



CPVE demand

Sir - I must correct certain of the inaccuracies contained in Michael Duffy's "Second Opinion" (TES, June 20).

The CPVE has been made available by the alternative route within YTS not as a "market opportunity" but in accordance with the advice received from all sectors during consultations on CPVE which took place in 1984.

The new curriculum framework for pupils aged 14 to 16, being developed jointly by BTEC and City and Guilds, 365, and Foundation Courses and BTEC preparatory programmes, all of which are currently in use by pupils in the fourth and fifth years of secondary schools. The new provision will, therefore, contribute to a rationalization of available courses.

It has been specifically designed to take account of the whole ability range. It can be used both within and outside of TVE developments. It enables pupils to combine the provision with other courses including, for example, GCSE. Mr Duffy's assertion of a "sheep and goats" curriculum is therefore unjustified.

BTEC is charged with advancing the quality and availability of work-related education for those in or preparing for employment. The development of BTEC first certificates and diplomas, consequent upon the consultation leading to the publication of *Policies and Priorities into the 1990s* in September 1984, is aimed to assist that purpose. Courses leading to BTEC first qualifications will be clearly vocational, not pre-vocational. As such, they will be available to those school-leavers who have made an informed vocational choice.

The CPVE, which BTEC and City and Guilds developed jointly, has the full and unreserved backing of BTEC Council. It is a mainstream pre-vocational qualification which caters for a very wide ability range. The blend and level of attainment a student can proceed either to a BTEC first or BTEC national certificate/diploma as with other qualifications, for example, the GCSE.

To imply that a BTEC first qualification is the only route for entry to BTEC national awards is misleading and inaccurate.

Bill jeopardizes career security of senior staff

Sir - When faced with the new Education Bill (the largest since 1944) it is not surprising that commentators have concentrated on its major thrusts - the sharing out of responsibilities for the curriculum discipline and finance between local authorities, governors and headteachers.

It is unfortunate that an issue crucial to heads, deputies and aspiring heads and deputies has gone largely unnoticed. I refer to the appointment procedures and the effect these will have in a time of falling rolls and Audit Commission exhortations to close 1,000 schools.

The Bill provides for one set of procedures to be used in the appointment of headteachers, following mandatory national advertising, and another set of procedures for the appointment of assistant teachers. In the latter case, national advertising is not mandatory, and local education authorities will be able to appoint its existing teachers to other posts in its area, subject to governors' approval. Thus I.e.s.s can develop or retain agreed redeployment schemes for assistant teachers.

No such arrangements will be open to heads, although there is a small lifeline in a Schedule to the Bill where there is provision for a head of a school closing down to be appointed to a new school where one or more schools are discontinued. Heads, then, are to be put into a less favourable position than other teachers.

The position of deputy heads will be

even more peculiar. Local authorities will be able to choose either the heads' route or assistant teacher route for the appointment of deputies. At a time when the important role of deputies in the senior management of a school is becoming increasingly clear, and may well get official recognition on the outcome of the Acas talks, it would seem right for I.e.s.s to choose the "heads' route". Indeed, deputy head members of the Secondary Heads Association are pressing hard for this deserved recognition.

Sadly, in this time of falling rolls, deputy heads would find themselves in even greater jeopardy than heads, for by choosing the "heads' route" local authorities will, it seems, have no choice but to advertise nationally for deputies when a new school is formed. The small protection offered to some heads will not be open to deputy heads of discontinued schools.

The SHA has taken up the matter on behalf of heads and deputies, hoping that the measures can be altered, deferred or interpreted generously. All senior staff in schools should be aware of the threat to hundreds of colleagues and should lobby MPs while the Bill is still in the House of Commons.

Our legislators have a duty to ensure that senior members of the teaching profession have at least as secure a career pattern as other teachers.

CJ LOWE
Legal Secretary
Secondary Heads Association

Second class

Sir - Your story "Dead slow: delays likely all summer" (TES, June 20) casts light on the Committee stage of the Education Bill. Another issue which I hope they find time to discuss is the training of teachers to become educational psychologists. This group is to be included in the new INSET grant scheme.

The training of teachers to become educational psychologists is to be included in the new INSET grant scheme. The costs of this training will be eligible for grant although the Department of Education and Science have not decided what proportion they will pay and what local education authorities will have to fork out. Our best guess is the split will be 70:30. At present, educational psychology training comes from the INSET pool and is fully recoverable by I.e.s.s, as are the costs of educational psychologists who act as tutors on the training courses.

The consequences of the new scheme are that I.e.s.s are less likely to second teachers to become educational psychologists or to allow existing educational psychologists to tutor on the training courses. Furthermore, the number of students per year entering the courses could fluctuate widely.

The knock-on will be the potential closure of some of the training courses: a decline in the numbers of educational psychologists and therefore a diminution of service to the public.

The Education Bill as drafted and the draft circular issued to I.e.s.s in respect of educational psychology is at best ill-considered and at worst an administrative convenience without any thought being given to the consequences.

STEPHEN WHITE
Director of Information
The British Psychological Society
St Andrews House
48 Princess Road East
Leicester

All abilities

Sir - I do not share Michael Duffy's view that the new (as yet unnamed) 14-16 Joint Unit (not Joint Board) pre-vocational provision, replacing CGLI foundation courses and 365, is "... merely a restatement of the false antithesis between the academic and the practical..."

To pursue the dialectic, indeed it represents a synthesis of the two in that it will provide a framework for learning provision for appropriate students with all abilities with recognition of the fact that pre-vocational education does not constitute an alternative curriculum. Rather it is an increasingly essential feature of general education provision for all.

It may be that GCSE will also provide such a synthesis, as Michael Duffy suggests.

The decision for educators may be whether a subject-based or relatively content-free process-based focus is more appropriate for their students.

JOHN SHONE
14 Ashfield Drive
Ainstey
Leicester



A level anger

Sir - This letter is written in anger. I have just finished invigilating an A level German examination which contained a ridiculously difficult translation. I have witnessed the despair and dejection of the students who have just struggled to make sense of this passage. These are good, able, hard-working, well-motivated youngsters - the best I have taught in 20 years. For two years they have worked hard, enjoyed their studies, produced excellent work. At the end of it, they are

presented with a translation which many undergraduates would find difficult.

How is this possible? How can chief examiners, who choose these passages, be so incompetent? If they cannot do their job properly, they ought to be sacked. They have a massive responsibility to the youngsters who work so hard preparing for these exams. The injustice of it all infuriates me.

EDDIE ROSS
11 Damask Road
Stanway
Colchester

Paltry pay

Sir - I recently attended a CSE consortium meeting where four hours' hard work was paid the gross fee of £8.80. Two questions occur to me from this experience:

- 1 Is this a record?
- 2 What are the implications for GCSE if such professional rates of pay are to be repeated?

JOHN NEWMAN
AMMA branch secretary
West Sussex

Physics fun

Sir - What a pity Daphne Jackson has been put off by the label "Physics Olympiad" (TES, June 20). If she, and anyone else interested, will look in on the olympiad at Harrow between July 13 and 20 she will find a lot of merry science students having an international good time, and incidentally solving meaningful problems - not only in physics.

BILL JARVIS
Founder, British Physics Olympiad Committee

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FEATURES

Anywhere but home

Sara Parker meets a policeman who wants to change the way the law deals with runaways.



Extracts from PC Joy's report

There have been many times during the past years that I have felt inadequate, as an operational police officer, while dealing with runaway children. With them, especially those who consistently run away, I have never felt any satisfaction at having found the runaway. All I am doing is prolonging the agony for all concerned. When life becomes intolerable to children, they fade. They do not necessarily fall ill or die, but fade in other ways. They create chaos, throw tantrums, become loners, fail in school, steal, lie, dabble in alcohol and drugs, and, finally, run away. Most runaway children return after a brief taste of freedom and danger. A child who stays away has been heard and may never be heard again. It is a sick child and to survive it seeks the company of other sick children and even sicker adults - the type who prey on children either for financial gain or for sexual satisfaction. This is how the vicious circle of child prostitution is created and helped to flourish. Perhaps the most extraordinary thing about the whole phenomenon is that, with just a few exceptions, most police forces and official social services agencies pretend that it does not exist. There is a deep-seated mistrust of all forms of authority by the runaway. As a policeman, I respect this feeling of mistrust. In a supposedly caring society, how can I convince runaways that I am concerned about their physical and moral welfare, if the law demands that I return them to the same environment they tried to escape.

might the child not go back to the parents. "I could ring up the social services and say this child's gone missing 10 or 15 times, and they may visit the family, but things have got to be very bad for there to be a case conference about the child going into care."

As a beat officer, PC Joy goes into schools and warns pupils - mainly 14 to 17-year-olds - of the problems they are likely to face if they run away.

Occasionally, pupils come up to him afterwards and say they have been thinking about leaving, but he believes that on the whole they are suspicious because of the uniform. "They complain 'you say one thing and do another' and I can't say that if they ever end up on the streets as runaways they should come and see me, and I'll guarantee not to take them home, because I'll have to."

In Hinckley, the dozen or so youngsters who are reported missing every year are usually found in two or three days, but the more times they run away, the more likely they are to go further afield, perhaps to the bright lights of a city, as they try to keep one step ahead of the police. Once there, they risk getting involved in crime, drugs and prostitution.

At Hinckley, the police may be asked to

Second chance for dropouts

Patricia Lankester visits an American high school that offers failing students a new way to graduate.

with everyone else, and are in English, maths, science and history classes until 10.30. Some of them will replace a WOC course with a mainstream one if they have already fulfilled graduation requirements in the curriculum's subjects. Learning is individualized and the tasks are functional. The students all say that, as the school day is so short, they can tolerate being there, and most of them work methodically - if mechanically - through their assignments.

The school leaving age is 16 but, at Seneca, only 8 per cent of 16-year-olds left last year. There is little teenage unemployment in Montgomery County, which is one of the richest parts of metropolitan Washington. The students say they stay at Seneca, even though jobs are easy to find and the money is good, because high school graduation will give them a real break in life, and their friends who have dropped out are going to regret it.

In most cases, these students were failing badly in ordinary school courses and their counsellors

suggested WOC to them as a way of staying on in school and gaining some success. Some of the students joined WOC in the 10th grade and others in the 11th and 12th.

A lot of the students have extensive family problems: three have their own children, and a high percentage do not live with a parent. Dave joined the programme in January. He had been living with his brother in Florida for two years and had dropped out of school at Fort Lauderdale as it "was too strict and too much pressure".

Now he works as a cook for over \$200 a week and studies English, maths and science in the WOC. He is 16 and has bought a truck with a friend so that they can operate as a removal firm at the weekends. He is living with another brother. None of Dave's family graduated from high school but he really means to do it "so that I won't bum around all my life".

Montgomery County's WOC programmes, which operate in both junior and high schools, are an attempt to deal with a problem which is causing

concern across America. Nationally, one in seven high school students did not graduate in 1983. For inner city students, only 50 per cent of black graduates. The figure was one in five for black students and less than half the Hispanic students in the final 12th grade graduation.

Congress is considering a Drop-Out Prevention and Recovery Act which would allocate money for a new effort both to gather information about why students fall away and to fund demonstration projects aimed at keeping them in school.

The anxiety about drop-out rates is linked to concern about the spiralling rate of teenage pregnancies. The main variables affecting a student's chances of graduating from high school are agreed to be:

- Whether the student's parents graduated;
- Failing a grade and being asked to repeat it;
- "Delinquent behaviour";
- Fathering or mothering a child.

Forty-four per cent of the females who dropped out of education in 1984 gave pregnancy as the

FEATURES

The hills were alive...

Pamila Sandiford on the bad new days in one village school



Village school... now there's an emotive couple of words. Shades of rural England, Miss Read, rosy-checked children underneath the spreading chestnut tree. It was true once.

Once we complained about the lack of sophistication in and out of the classroom. We had one head, a part-timer for the juniors, and an infant teacher who longed, occasionally, for nice, middle-class children who wore nice clothes and had books at home.

Instead, we had desks used as unofficial welly-scrappers for 20 pairs of feet - and that was just the infants. And the occasional goat, or pet lamb. And mums and sometimes dads coming in off the service bus, looking for a little sit-down before hitching a lift on the school mini-bus with their children at home-time. And an attitude which tolerated us teachers, blithely acknowledging that we had a job on, and meeting our enthusiasm for enlightenment with bland incomprehension, or downright hilarity.

We did a lot in those days. Muddling through, we still managed to get ourselves on local radio several times, as purveyors of tasteful, educational musical documentaries, researched and written - and presented - by the children, with Sir on piano. We were on Radio 4. We put out books of poetry. And we packed them in every Christmas at the village hall, with our handmade, lovingly produced pantomime, topical, full of in-jokes, bespoke entertainment for an appreciative audience of just about everybody from miles around. Over the hill, in the next primary school, they were doing the same thing.

We complained a bit about the lack of interest from "them" at head office, but on the whole, we were content in the knowledge of our superiority, our ability to cope. They existed in their proper place - on the end of a phone, when wires were late getting to us, or we'd run out of paper.

Then they built themselves new offices, and, somehow, things have never been the same since. They said we must all go three-tier - presumably in line with their own newly-elevated status. At one fell swoop, they removed our nine to 11-year-olds, and with them, it seemed, the pinnacle of all those years of 3Rs, and discipline, and attempting to get 30 little souls behaving as though they had some goal in common.

We went down fighting. Long months trying to reverse the decision; letters by the yard, meetings

with complacent, patronizing county officials, and even a free school, in somebody's new extension, for children whose parents were determined not to let their nine-year-olds be shut out across the moor to the new middle school.

Somewhere they kept it up, with unpaid labour - qualified teachers and parents - walking each day past our/their school and off down the hill to battle it out. Sans official paper, sans pencils, sans official interest. They worked - it worked. Who needs them, with that kind of enterprise?

They kept it up until the Secretary of State decided not to uphold our appeal, the free school was disbanded, and parents carried on their individual manoeuvres to avoid sending their children all the way across the moor. And we were stuck with first-school status.

Numbers dropped. Word went round: "They're wanting to close the school." This time, no persuasive education officers with flannel-graphs and talk of increased opportunity, better facilities, and so on. This time, they were talking money.

Instead of collision and confrontation, we invited the councillors on the education committee to come and see the school - and the area - for themselves, hoping the terrain and possibly the weather would persuade them that we needed our small and local provision for educating our youngsters.

They came, and they couldn't believe it. Green fields down the hill and, halfway up the long pull to our God-forsaken territory, a blizzard. We danced and hugged ourselves after they'd gone. God had not forsaken us after all. Sure enough, the decision came back - no closure, on grounds of geography and climate.

But, after all that, and with more money now than ever before being directed our way thanks to EEC support, morale is approaching zero among the staff (one head, one part-timer). The realities of western civilization have reached even this little outpost.

We now tussle with our own anger at commuter parents and latch-key kids; with over-anxious adults and querulous offspring; with marital breakdown of the most public, intense kind; and over-aware youngsters. The uncomplicated, haphazard, old-fashioned families are now viewed with gratitude, and sought after with desperation. I'm on the sidelines, being the

part-timer - but I watch the head's coffee-dependency quadruple daily.

And now they decide we are worthy of attention after all. They bombard us with courses, exhort us to record everything in triplicate, and submit it, presumably to be circulated and add to someone else's workload. They offer us meeting after meeting, and we go, weary from coping with computer, and CDT, and science, and environmental studies, and meaningful religious education that covers all the minorities under the sun and does not mention God - all the time desperately worrying about spelling, and tables, and legible handwriting.

We go to be talked at by unbelievably enthusiastic and terribly articulate specialists, freed from classroom concerns, and let loose on what seems to be a giant ego-trip. By the experts, for the experts, with little relevance when you attempt to translate their stimulating ideas into the classroom and integrate them with everything else you're trying to do.

There's never enough time. Never enough energy. Never enough support - certainly not from a hostile media and a brain-washed public. We are no longer required to give nine-year-olds a basic facility with numbers, with written and spoken language, with the enjoyment and value of reading. We are required, instead, to stimulate those already over-stimulated little minds with a mish-mash of half-baked ideas; to get them to a state of excitement, or involvement, or discovery (fine) - when they are incapable, some of them, of recording the simplest findings, or reading the necessary worksheet.

We are expected to release the Einstein lurking in every mother's son or daughter, knowing full well that half our day will be spent listening, cajoling, mediating, persuading children to work. Once upon a time they came to school knowing why. School was where you learned things, where certain behaviour was expected of you. If nothing else, you learned the discipline involved in putting aside personal pre-occupations, and getting your head down.

Now they come to school expecting to be No. 1, demanding attention, sulking and misbehaving if they don't get it. In making education child-centred to a fault, in attempting to be all things to all children, to be friend, counsellor, guide and mentor, as well as specialist in every new trend, the adults have lost their way.

Exam winter

MARK ALLBROOK

With the forthcoming introduction of the GCSE, coupled with the gradual bringing forward of exams, there is much discussion about the make-up of the schools' academic year. A four-term year has been proposed, a summer term ending before the end of June has been mooted, and there are one or two other proposals on the table as well.

Since the days of children's involvement in the harvest are long gone, there now seems no logical reason why the schools' year should start in September and end in July. At present, we subject our children to taking important exams at the most unsuitable time of the year; the weather is hot and the hours of daylight are long—conditions which are not conducive to academic study and should be used for outdoor pursuits. Moreover, it looks as though, after the GCSE has arrived, most exams will be taken in late May and June, when the pollen count is always high and the over-increasing number of young hay fever sufferers will be at a disadvantage.

There is a simple and logical solution to this problem: namely that the schools' academic year should begin on approximately January 20 and end just before Christmas. All major exams would then be taken in November and December. All results would be published by the end of February. However, the university/polytechnic year would remain as it is now, solving some of the present problems and creating some new ones.

In the first instance, the whole

rigmarole of UCCA/PCAS and conditional offers would vanish. By the end of February a would-be university/polytechnic student would have A level results to hand and the whole business of admissions would be much more cut and dried, leaving the universities/polytechnics plenty of time to sort out their intakes for the following October.

Second, exams would be taken at a time of year when there are no major distractions; no hay fever, no long summer evenings, no time-consuming outdoor pursuits. Third, anyone wishing to go on to further education would automatically have a period of nine months away from the educational world.

Many students miss out by going straight from school to further education. Under the proposed new system, a period of at least six months would be available for going abroad, trying out certain forms of employment (a tailor-made short version of the YTS would be necessary) and generally maturing a little in the "outside world" before beginning a degree course.

A level courses started in the final week of January, the GCSE would need to be marked by that time, so that A level choices could be finalized. GCSE exams would have to be completed by the end of November, giving examiners all of December and half of January to complete the assessments.

A levels would be taken in late November and December. This would give an ideal opportunity for teaching staff to carry out a three-week induction course for prospective A level candidates.

The above school year would create little change in terms of time spent at school, would preserve the terms in approximate parallel with the seasons, and would maintain the long summer holidays.

Mark Allbrook teaches at Hursley-point College, West Sussex.

All-age parties

JIM SMITH

What sort of school party is this? That was the question an attendant at the London Transport Museum asked me as he counted the 47 members of our group through the turnstile. Admittedly, we must have appeared quite a motley crew. While the youngest member of the group was an eight-year-old, two ladies present had certainly reached 80, while the rest of us admitted to an age somewhere between the two extremes.

Looking back over the last six years it is difficult to remember how our "family outings" began. I believe it was at a meeting of our parent, staff, governors' association—always on the look out for ways of bringing people together—that the idea was first mooted. Two of us with an interest in walking suggested that a family walk in the Lake District might be a good idea. Little did we know what we were starting. One week at least one term. Each outing seeks to cater for walkers of all abilities. One party always heading for the high peaks, while a low-level alternative is always available for the less adventurous. Affectionately called "our geriatric jaunt," this is most appropriately led by the head.

Of course, once established the idea began to snowball. Other walks were arranged, the Yorkshire Dales, the Roman wall—we are fortunate to live in such a beautiful area. Nevertheless, it is surprising how many of us do not make use of the opportunities on our doorstep until someone else comes



along and suggests that we do so. Parents have appreciated the fact that the organization has been done for them. They just have to turn up, with their children, in the school coach park. The children seem to appreciate having so many of their own friends with them—and yet it still remains very much a family outing.

So successful were these early walks that we began to look at other possible activities. Theatre outings were the next to be suggested. Other day trips have included the Farnborough Air Show, the Air Museum at Duxford and the Liverpool Garden Festival in 1985.

Obviously, part of the success of these outings must lie in the fact that they are relatively cheap, enabling all members of the family to participate. For example, for the last few years we have run a day trip to London for the Lord Mayor's Show, leaving Yorkshire at midnight on the Friday and returning late on the Saturday. This has become an extremely popular event and at only £5 per head it is quite a bargain.

It was after the last Lord Mayor's

Show that I was challenged to write a weekend in London that could also afford. What was ultimately able to offer was the coach travel to (and around) London, two nights bed and breakfast, admission to the Tower of London, Shakespeare's National Theatre tour, a dinner at the evening, the London Transport Museum, the Museum of Holography, the London Experience and the Guinness World of Records—all at a cost of £40 per head.

There are occasions when I am left with self-doubt. Is this really a use of my time? There are so many burning issues in education, why am I organizing jaunts for parents and children. And yet I remember the journey home—the children who then had taken over the rear of the coach, the friendship and goodwill of their parents, those two elderly ladies who had become very much part of the family—I remember the second question asked by that museum attendant: "Why don't more schools do this?"

Jim Smith is head of the Allendale School, North Yorkshire.

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Accession to abdication

Peter Vansittart on an unusual portrait of a year

1936: as recorded by the Spectator. Edited by Charles Moore and Christopher Hawtree. Michael Joseph £14.95. 0 7181 26726.

Nineteen thirty-six possessed some dramatic shape, opening with an accession, ending in the December gloom of an abdication, which, a contributor observes here, exposed the limits of press-power. The bulk of the popular papers agitated for a morganatic marriage. More important preoccupations abounded. Spanish war, Abyssinian war, the Rhineland reoccupied. Hugh Greene, another contributor, writes that this was the last time when Hitler could have been bloodlessly halted, adding, however, that the Spectator seemed to think that the real danger of war came from the French. Whites, with Haile Selassie in flight, then dominated all Africa save Liberia. Mussolini first referred to "the Axis". Russia and Japan clashed over Outer Mongolia. Predictably, there was trouble in the mines, and Ulster terrorism: also the Jarro March, Berlin Olympics, the destruction of the Crystal Palace.

Kipling, Housman, Chesterton died. J.M. Keynes published his General Theory; T.S. Eliot his *Collected Poems*; also appearing were *Abinger Harvest*, *Journey without Maps*, *Down and Out in Paris and London*, *The Ascent of F.6*.

Commemorating all this is a collection of 1936 *Spectator* articles, covering politics, foreign affairs, the arts, royal vicissitudes, together with poems, minor essays, and latter-day comments from four survivors of the pre-war *Spectator*: A.L. Rowse, William Deedes, Peter Quennell and Hugh Greene.

The *Spectator* drew on a wide range of talents but, on this evidence, talents by no means superior to those of today. Contributors, regular or occasional, included Betjeman, Waugh, Alastair Cooke, Crossman, Edwin Muir, Elizabeth Bowen, Empson, Guedalla, Pritchett, Maurols, William Plomer, Sassoon, C.M. Trevelyan. Rose Macaulay wrote a column, Anthony Blunt the art critic, and was already known to another contributor, Goronwy Rees, as a Russian agent.

The film critic was Graham Greene, in Plomer's words, fortunately not swayed by hoisterous enthusiasm.

Indeed here is not his piece on Shirley Temple but one on someone considerably tougher. "Miss Bette Davis has won some kind of a gold medal: the cinema is a shady business and one would like to know more about that medal, who gave it, how many carats, who the judges were; but at least it indicates that the publicity hounds have recognized her disturbing talents."

He discusses Chaplin's *Modern Times* and elsewhere defends Walter de la Mare from charges of escapism, arguing that the poet's themes of sexuality and death are far more realistic than most notions of social change. Also included is his review of a book, apparently autobiographical, by Beverley Nichols, whom he treats throughout as a woman. "A middle-aged and maiden lady, so picture the author, connected in some way with the Church."

Inevitably, the political articles have tired rather drastically. Half-forgotten figures exude



mustiness. Al Smith, Senator Borah, Huey Long, General de Bono, Colonel Terada, Prince Teh, Governor Landon, J.H. Thomas. Idiosyncratic observation survives better than editorial lectures. Basil Bunting witnesses some Spanish elections, when the extreme Left was agitating daily for the abolition of police and army, scarcely an effective defence against Franco. "No one doubts that the popular vote was neither for Socialism nor against the Catholics but for an amnesty. 'Why?' asked our valued washerwoman in tears, 'why did they lock up so-and-so? Poor fellow, he never did any harm. He only threw a bomb into a tank.'" V.S. Pritchett says of anarchism: "Such a theory of government seems to us fantastic, yet its appeal to a very large number of the Spanish working class is immense, because it is fantastic."

Professional political journalism, however, is generally inceptive. Fastidious anti-Nazi disgust is too often tempered with the cautious optimism likewise granted to Edward VIII. There

is a fascinating exchange between a democratic Frenchman and an indignant Hitler-respecting German, and R.H.S. Crossman and Goronwy Rees inject some realistic urgency in their pieces on Germany. Of Hitler, Rees reflects: "When he speaks of civilization it is with the mingled cunning and ignorance of the ambitious grocer who talks of charity but practices putting sand into sugar for his poorer customers... He is ignorant of facts and does not understand theories. One idea to him is very much like another, and for him words have no meaning but only an emotional propriety. When he says Peace he might as well say War." Here is the everlasting demagogue. One remembers Robespierre bleating about "the despotism of Liberty", and Lloyd George announcing "Compulsion is simply organized voluntary effort".

A.L. Rowse looks back to 1936, which "was decisive in that Hitler's Germany learnt that there would be no effective opposition to his long-planned programme of aggression announced in

Mein Kampf for anyone intelligent enough to read the message". Also here is a trenchant address Rowse delivered as a 1936 Labour candidate. "We have no confidence in the ability of such crooks and incompetents to direct the policy of this country, let alone run a war—there has never been such an incompetent Government so incapable of leadership since the days of Addington or Goderich; apart from that, they cannot be trusted; they have gone back on their obligations." Today he recalls, "When Sir John Simon was asked at All Souls why a ship could not be sunk to block the Suez Canal, then under British control, he said 'It would mean that Mussolini would fall'. Dawson, editor of *The Times*, remarked, 'If it is the case that Germany is so strong, ought we not to go in with her?'"

Much of the *Spectator*'s own punditries make one pause. "The Poles would never permit the passage of an army of Soviet aggression. Furthermore, they have a treaty of friendship with Germany." The editor, Wilson Harris, believed that Russia was "steadily abandoning" Bolshevism, and Goronwy Rees believed that Stalin's promises of reform were "a sign that the period of internal tension and fear is over". The savage wholesale purges began some weeks later. E.H. Carr attested to "the apparently final and irreparable quarrel between Herr Hitler and Signor Mussolini about Austria".

It is interesting to learn that one of Haile Selassie's few supporters at Geneva was the South African delegate. There are interim reports on Churchill at 62, with Wilson Harris wondering whether he might still prove the voice of democracy; on Baldwin, and on Neville Chamberlain, of whom Robert Berrays writes: "His humour on the rare occasions that he employs it is self-conscious and studied and rather tasteless, like that of a man striving to be the life and soul of a funeral party." But, "It may well be that he is just the type of man that the country needs in these sombre days when the clouds darken and the storms approach." Within this dusk, George Lansbury writes with moving indignation of Fascist thuggery in East London, and Rose Macaulay is shocked by Mosley's Albert Hall rally.

Few of the small "leisure" essays demand much attention, though William Plomer, on *Tintooling* cites a French soldier having his buttocks decorated with a picture of Bismarck. Plomer, along with Muir and Bernard Spencer, adds a fine poem. The reviews remain readable: Muir on Eliot, John Hayward condemning Yeats' *Oxford Book of Modern Poetry*, A.J. Ayer, in perhaps his first printed review, is harsh on a book about Voltaire by, improbably, Alfred Noyes. In an obituary of Chesterton, E.C. Bentley reflects "To him all men were brothers, not because he held it as an opinion, but because he felt it as a fact." Blunt dismisses the Surrealists as producing not works of art but works of medicine.

This book, which should certainly be in school libraries, is made by hindsight somewhat melancholy, particularly by its cheerful ending, written by editor Harris. "It is going very little too far to say that war has been banished from the whole of the Western hemisphere."



Shaking the kaleidoscope: Mussolini, Jarrow and Jesse Owens

Sean is Sean

NICK PHILLIPS

John teaches in a feeder school. It's the summer term now and John's feeder children are thinking about their new schools for September. John hopes they will be OK. Remember to stand up when the head comes in and important things like that. And then there's the uniform.

But John is a worried man. It's these grades. He is not sure if Sean is a "C" or a "D". He knows Sean's Mum wants him to be a "C". She says that unless he's in "B" or "C", he has had it. "They don't bother up there with anything less than a C."

With the list as it is, John's feeding in five A's, five B's, eight C's and three D's. The rest are going out to other schools. But, if they weren't, then



some of the A children would be B children. The B children would be in C and some of the C children would be in D. So the D children would be... Sean's not sure. Lots of "A" going though, John is a little worried that he is being too kind. And then there's the problem of Sean.

Added to this, someone has been spreading those rumours about first years having their heads flushed down toilets by the third year again.

Suzanne is worried about getting lost and then getting a detention for being late. John knows what she means. He has always had problems finding his way around when he goes to meetings there. He told Suzanne that there will be signs up, so there is no need to worry. But Suzanne had said that all the signs say is "KEEP TO THE RIGHT" and if you go on the left, you get a detention.

Sean wasn't sure which is the right. He said it depends on which way you are going. Then Martin unhelpfully commented, that Sean would get so many detentions because he doesn't know his left from his right and is always late anyway, that his mother would forget what he looked like.

Sean said that his brother got a detention for wearing his school jersey. When Martin said Sean was talking rubbish, Sean explained that there was a school talk that only V-necked jerseys could be worn. His brother had his V-necked jersey on back to front and got a detention.

John has now spoken to the teacher in charge of lower school up there about Sean. He talked at length about Sean—his strengths, his relationships with other children, his interests and abilities. The teacher had nodded, still holding his pen, and waited for John to finish. When he did, the teacher had asked John if Sean was a C or a D? "It's so difficult," John had said. "The trouble is, Sean is Sean."

Go slow on theory

TIM WATSON

Far from feeling despondent at the prospect of "20 per cent Science for All", I want to shout a welcome. It is just what is needed to stimulate us really to rethink our policies and strategies along the lines indicated by psychologists, and particularly Kieran Egan, whose work remains virtually unknown in this country.

Egan sees children in their early teens as being in the "romantic" phase—in the mood to explore and to identify personally; to gather information, especially of extremes; not yet ready to indulge in theorizing. As they mature they begin to appreciate how theories help us to progress in understanding: they enter the "philosophic" phase.

The new basics

CAMPBELL RUSSELL

I was left wondering, after reading a recent Talkback page (May 16), whether the juxtaposition of Linda Harper's article (Art of the possible) and that of Brian Lea (New maths horizon) was accidental or intended. To someone concerned for many years with the teaching of "basic skills", there appeared to be a common theme.

Mr Lea's article on maths teaching asks whether a more practically-based investigative approach to the subject was about to be introduced. He felt that it was unlikely, because of lack of expertise on the part of teachers. What is more worrying is that teachers are failing to define "basic skills".

Ms Harper's article made the point that the skills that she attempted to develop in her design course were ones that were needed in a very wide sphere. There would be considerable rumblings of assent from teachers—yet how many would see the development of such skills as "basic"?

"Basic skills" is one of those taken-for-granted notions that is very rarely examined. Could this be because to

do so requires the asking of very uncomfortable questions? We need to ask whether we are talking of the skills required to gain access to the curriculum, or the basic skills needed to live in a complex western society. Assuming that these skills are broadly the same—questionable though this may be—they will constantly be subject to change.

For example, in mathematics, "basic skills" are generally considered to be the few rules of number. Yet a great deal of mathematical investigation requires very little or no number work. Number skills are important, but in 1986 should we still be claiming that children need to learn long multiplication as a basic skill, yet consider that the teaching of efficient calculator usage is at best an extra? Brief examination of many contemporary maths schemes will demonstrate that this is still the case.

Similarly, in English, basic skills are defined in terms of spelling, punctuation and grammar. These skills must be developed—yet only at a pace that matches the child's general language development.

The "basic skills" as defined above require convergent thinking. They can be taught in a structured form. They are easily examined. Parents have confidence in them as they are recognizable, and therefore pressure is put upon teachers to teach these skills. The net result is that we have a theory of teaching that is not based on a theory of learning, or on any examination of

the basic skills that the curriculum demands.

Man is an intelligent animal regarding stimulus. When we begin to recognize this basic need, we may begin to create an environment in which his Harper's design course ethos is commonplace that it will not merit an article in *The TES* for its exceptional qualities.

Similarly, in such an environment Mr Lea may get what he wants through the development of maths schemes that recognize that the ability to investigate is a basic skill.

Campbell Russell is Head of Special Needs at Kingsway High School, Newton, Chester.



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BOOKS

Massacre in Atlanta

Evidence of Things Not Seen. By James Baldwin.
Michael Joseph, £8.95, 0 7181 27161.

In his collected non-fiction, published earlier this year, James Baldwin came across as a passionate man who has not lost control of the emotions that spur him on. Although deeply committed to exposing the injustices that he and his fellow black Americans suffer he was surprisingly untypical, being often rather conservative in the British sense, in some of the solutions he proposed. When confronted with crime and violence in the Ghetto he refrains from blaming it all on some abstract system of oppression and calls instead for stricter parental discipline and an increase in the work ethic. Blacks, he argues, have to pull themselves out of the mire, not merely blame white folk for putting them there. Not that his writing is comfortable for whites to read but at least he isn't yelling or whining.

Having been uplifted by the power of that collection I was looking forward to his new book, though a little puzzled as to what it was exactly. Not a novel and seemingly too short for a work of non-fiction. And this book did indeed turn out to be quite a puzzle. Ostensibly it's about an horrendous set of events in America which were only passing dealt with by the media in Britain and which are never clearly summarized for the reader. I blame the publishers in the first instance for not providing a Foreword to the British edition. That said, the author himself doesn't help clarify what he is doing writing the piece in the first place and as he refuses to come to any conclusions the only thing that is clear is that

nothing is.

The events in question were a succession of child murders in Atlanta, Georgia, over 20 months in the early Eighties. There were 28 unexplained deaths, most of the victims were black boys and there was a suggestion of a homosexual motive. Somehow James Baldwin was commissioned - by whom? - to cover the trial of a young black, Wayne Williams, who was accused of only two of the murders but who was left by implication guilty of the rest. Williams was, so Baldwin acknowledges, a spoilt only-child capable of violence. His defence was lamentably conducted and the main case against him seems to have been that the succession of murders stopped with his trial. He was condemned and is now imprisoned. Whether he committed any or all of the murders, why he might have done so, whether the real murderer is still at liberty and may indeed strike again, all appear to have been brushed to one side with Williams' incarceration. All this might have given Baldwin a fair subject for his usual forthright head-on attack against white society and all its evils. Indeed, leaving aside the British reader's confusion over the ins and outs of the case which Baldwin assumes we are familiar with, it does look at first as if we are going to be given an exposé of a miscarriage of justice against an innocent, if unpleasant, young black man, by a white judicial system determined on covering up a series of racial murders that were damaging the image of the city: "Too busy to hate."

The difficulty is that there is no exposé. Baldwin has many talents but he isn't a detective. His main argument to justify his doubts about the trial rests on a rumour that some of the

parents of the dead children had heard, that the Ku Klux Klan were involved. Given the history of the American South there is every reason to take such matters seriously but here they lead nowhere. If the Klan or some other terror group had done these acts surely they would ultimately have boasted of the fact in order to reap some advantage from them? In trying to use the trial as a synonym for black white relations in America, Baldwin loses sight of both the trial and ultimately the children themselves who are shunted aside amid the rhetoric of racial conflict. All the signs were that the killings were the work of a lone psychopath and it is here that Baldwin has his most intractable problem; he just doesn't know what to make of the case. He fails to advance his case by giving the West Riding a couple of lines and rechristening Clegg, Arthur. To omit reference to the achievements of the LCC, Bristol, Manchester, Sheffield, the Leicestershire of Mason and Fairbairn, Newsum's Hertfordshire, and more recently Newsum's ILEA or Tomlinson's Cheshire also does the local authority's case less than justice.

Nor in the early chapters, which represent a Cook's tour of educational history, will the courier inspire the confidence of William Alexander, now in the House of Lords, who re-writes that demi-god's role as leader of the Council of Local Education Authorities - the body after all which killed his beloved AEC. It is like confusing St Peter with Cerberus. Admittedly, at another point, Pearce gets it right but his grasp of detail is not as firm as one might expect in a book which claims to be a searching and penetrating analysis, even if every so often he makes a point very subtly. For example, the fascinating passage on probationers unwittingly refers to the male gender for secondary school teachers and female for primary.

David Sweetman



Forbidden city, Peking, 1961 - from Traveller Through Time: A Photographic Journey with Freya Stark. The pictures in this memoir by Dame Freya Stark, Malise Ruthven, span 50 years from the Twenties in the Seventies, scenes of North America, Persia and Soviet Central Asia (Viking £14.95).

Kangaroo diary

The Ribbon and the Ragged Square: An Australian Journey. By Linda Christmas. Viking £14.95, 0 670 80152 6.

To spend nine months travelling around a country the size of Australia, and then write a book which claims to define both the country and its people is an ambitious task, but that is what the author of *The Ribbon and the Ragged Square* says she's done. It's the diary of a kangaroo-like hop from city to city, from bush town to outback community. To those who know Australia, and understand the problems of distance and isolation, the word ambitious will sound like an understatement.

From Sydney, with its gay community and drug problems, to Tasmania and the issue of whether or not to dam the rain-forested wilderness of the Franklin River, we get a potted history of each place. Cameo appearances by quaint locals with stilted conversation juxtapose strong statements by those involved, but analysing what it's really all about seems too hard.

Never mind, off to Canberra, the seat of Federal government. There's a synopsis of the event that shook Australia in the mid-Seventies, the dismissal of Gough Whitlam by Her Majesty's representative at the time, Governor General John Kerr. But with most of the country still to see, Melbourne is calling.

Robert Louis Stevenson said that when he thought of Melbourne, it made him vomit, but Ms Christmas is kinder. That tweedy confidence it radiates is because it is the social hub of the country, the home of the prestigious Melbourne Club, and the horse race which brings the country to a standstill on the first Tuesday of November each year. With a bit of background on who's who in industrial

disputes, it's time for a bus ride into the bush.

And so on. Through Ballarat, to Coober Pedy, the most famous of Australia's opal-mining towns, to snippets of history and odder counters. Even the major issues of the day, like immigration and Aboriginal rights are discussed, but it wonders when the real Australian step off the page.

The timing of the writer's journey was fortuitous. If she was to see the climate and the elements really do to the land. What are known as the Ash Wednesday fires struck first in the Dandenong Ranges behind Melbourne, and then on Adelaide, destroying homes, gardens, killing scores of people, thousands of animals. It was the harshness and unforgiving nature of this continent.

Through Kalbarrie to Perth, and through the Pilbara with the big doctor, to Aboriginal reserves and back about medical and social problems faced by this ancient race. But what of their culture? On to Broome, and pearl diving, to Darwin, and the Gulf of Carpentaria, and at last some frontiersmen and women fighting against all the odds, and surviving, on cattle stations. Their chat is the last interesting thing about their lives, and the feeling of vast distances and loneliness doesn't explain why generations after generations of white explorers are drawn here.

Although most of Australia's population lives along the ribbon of the coast, the top and middle of the ragged square that makes up the country contains the freshness of the land, of adventure. Even after the Great Barrier Reef, one can't complete her round trip, one wonders what this country is all about.

Lisa Davidson

Colette. By Allan Massie (Penguin £2.95, 0 14 008160 7). With remarkable conclusion Allan Massie's contribution to the Penguin "Lives of Modern Women" manages to compress Colette's long (1873-1954) and eventful life into just 134 pages, yet seems to leave little out. He covers the Burgundian childhood, the fin de siècle Parisian demi-monde, the theatre and journalism; her lovers and husbands -

and of course the novels. Massie's fastidious style only rarely slips and when it does it sounds curiously out of place, as in: "Her nerves had been laid, as in: 'elle était à bout de nerfs'." And: "life was drawing in her in." (rentrer dans sa coquille). In short, though, a fine novelist's appreciation of "the poet of the Republic".

Barry Oak

BOOKS

Is the system rotten?

Standards and the LEA. By John Pearce. NFER-Nelson £12.95, 0 7005 1070 2.

This book is a case of a sprinter attempting a marathon. Every so often there are flashes of insight and the writer saves all his energy for the last half, which I suspect he wrote first, and is as forceful and compelling as his frequent articles about advisory work in the educational press. The whole is less convincing.

A book about educational "standards" should not be impaired by so many of what a tennis commentator calls "unforced errors": avoidable mistakes. For instance, in trying to establish the case for the local education authority as the important agent of educational change and improvement, John Pearce fails to advance his case by giving the West Riding a couple of lines and rechristening Clegg, Arthur. To omit reference to the achievements of the LCC, Bristol, Manchester, Sheffield, the Leicestershire of Mason and Fairbairn, Newsum's Hertfordshire, and more recently Newsum's ILEA or Tomlinson's Cheshire also does the local authority's case less than justice.

Nor in the early chapters, which represent a Cook's tour of educational history, will the courier inspire the confidence of William Alexander, now in the House of Lords, who re-writes that demi-god's role as leader of the Council of Local Education Authorities - the body after all which killed his beloved AEC. It is like confusing St Peter with Cerberus. Admittedly, at another point, Pearce gets it right but his grasp of detail is not as firm as one might expect in a book which claims to be a searching and penetrating analysis, even if every so often he makes a point very subtly. For example, the fascinating passage on probationers unwittingly refers to the male gender for secondary school teachers and female for primary.

Indeed Pearce's world is that described and seen by an observant secondary adviser who makes intelligent but not necessarily completely accurate deductions about the rest of the educational world. Hence his sur-

prise that the chief education officers have not given much collective thought to advisory work when, in fact, they give little to anything as they grapple with an overload of crisis management and consequential displacement activity in the stage armies of statutory educational bodies in London. Of course, a few push the system a little bit here and a little bit there as they form their collective networks and the book would have been better for an analysis of that.

The chapters on the advisory service, however, are authoritative and illuminating and will interest those education officers and advisers who are trying to give it a new direction as a more potent aid to educational development in the schools. It complements, from an insider's point of view, the recent analysis by David Winkley in his book *Diplomats and Detectives*. Pearce points out the potential waste of advisers' time in patronage and in endless interviews. Occasionally his examples of the product of advisers' work are not entirely happy: for example, to dislodge a biology teacher happily pursuing an Open University part-time conversion course to physics and put him on an extremely expensive full year's secondment seems both a waste of money and to deprive that person, in a properly structured staff development plan, of more fruitful in-service experience later.

His discussion of the merits of advisers' review and school inspection, his rationale for advisers' work and disposition and his analysis of the discontinuity between the two arms of the I.e.a. support service - namely officers and advisers - who are legitimately interested in educational development, are all illuminating. Here again, however, some illustrations of different models already in existence would have helped. Manchester's educational development service, for example, surely deserves a mention since it seems that one of the few coherent attempts by an I.e.a. to solve that dilemma. In too many authorities the advisory service, like the HMI, reflect and reinforce subject specialisms that signpost a curriculum long out of date and a school organization designed to

fail the majority: perhaps John Pearce is too close to that to accept the argument.

The book, therefore, ends as it began. It purports to describe the important role of the local education authority in the past and present but advances little evidence to support the argument: it betrays in its every word a disposition towards centralism, albeit at the local level, which will be further ammunition for those in central government and elsewhere convinced that the whole system is rotten. I could be accused of being romantic by pointing out a different model which transformed the practice and standards of Oxfordshire primary schools all those years ago under Edith Moorhouse and of the West Riding in such a way that the effects can be seen 12 years after that authority ceased even to exist. It works even now, however. Study the measures of Peter Newsam in the ILEA when in 1975 he battled and introduced a primary inspectorate in each division and in the space of five years saw the flowering of a generation of primary school children, even in the most deprived parts of the inner-city, against all the odds. Perhaps, too, as that inspectorate has become over-bureaucratized, the latest ILEA scheme for "inspectors based in schools" is an attempt to revive that. Why do advisers get sucked out of schools and why can John Pearce advance the argument that advisers can only be in schools two sessions a week? I am sure that isn't true in the primary sector where the real impact of advisory work has been felt as they have worked alongside the teacher, listening, observing, learning, and enabling. The urgent transformation of the curriculum organization of secondary schools, however, finds support at the moment through agencies outside the advisory services in leaders of Low Attaining Projects, TVEI, Records of Achievement and Active Tutorial Work.

Pearce's book will start an overdue debate among education officers and advisers about their respective roles in educational development: they each have one but so do others - above all the teachers.

Tim Brighouse

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International Reading Association ELEVENTH WORLD CONGRESS ON READING

University of London
July 28-31, 1986

This year, for the first time, the International Reading Association is holding the World Congress on Reading in Britain. The United Kingdom Reading Association is honoured to host what is popularly known as the 'Olympics of Reading', and plans are made to welcome 500 day registrants and 2000 residential delegates from many countries.

The comprehensive programme of professional meetings on topics of worldwide concern includes a special series organised by the United Kingdom Reading Association. The theme of the UKRA series is 'Teachers and Parents Together', and the proceedings will be published by Macmillan Education.

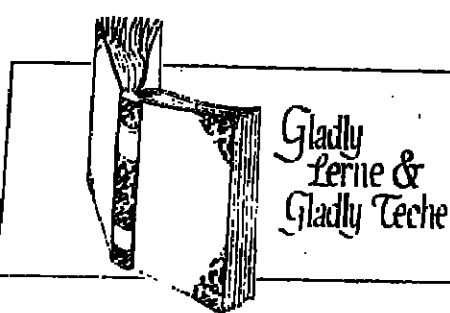
Other UKRA contributions of topical interest include a Precongress Institute on 28 July called 'Challenge and Opportunity for Literacy in the English Medium, Multilingual School', and the associated Congress Display of teacher-made materials called 'Teachers at Work in the Multilingual School'. There will also be a

large, Educational Publishers' Exhibition in which delegates may purchase books and other materials.

One of the optimal social events is the Book and Author Luncheon on 31 July. This is of special educational significance insofar as a number of young children, accompanied by their parents, will be among the main guests. All of them will have taken part in 'A Celebration of Children's Writing', an event sponsored in the UKRA regions by Macmillan Publishers. Moreover, their stories and/or poems will have been selected by a team of national judges for inclusion in a book to be published by the International Reading Association in time for its release at the luncheon.

All British delegates to the Congress must be members of the United Kingdom Reading Association, and some Local Education Authorities have already agreed to sponsor at least one member. Meanwhile, applications to join the United Kingdom Reading Association and to attend the Eleventh World Congress of Reading may be obtained from:

The Administrative Secretary
United Kingdom Reading Association
c/o Edge Hill College
Ormskirk
Lancashire L39 4QP
Telephone: Ormskirk (0695) 77505



Striking a chord



MUSIC

Complete Electric Guitar. By Arlen Roth. Robert Hale Limited. £6.25. 0 7090 2281 6.

How To Play Drums. By James Blades and Johnny Dean. Elm Tree Books (IMP). £5.95 (paper). 0 241 11671 6.

How To Play Clarinet. By John Robert Brown. Elm Tree Books (IMP). £4.95 (paper). 0 241 11380 6.

Arlen Roth's *Complete Electric Guitar*, "A Self-Teaching Guide", is yet one more contribution to a field that appears to absorb a continuous stream of tutors. In many respects it fails to provide anything new or different from other publications available on electric guitar and if it is considered for a beginner, the level of difficulty at which it is pitched should not be underestimated.

For example, after opening with a short section on the fundamentals of electric guitar playing, the tutor gets under way with rhythm guitar technique and the movable chord positions. Anyone who has spent a little time trying to play the guitar will have realized that chords are rather more difficult than is usually supposed. Among these, the chords that require a barre (where the first finger of the left hand is laid flat across the fingerboard) are generally for the more advanced player.

The following section on blues and rock 'n' roll material presents some two-part material that is manageable and could even be further divided for two guitarists who have relatively little facility. However, the section is predominantly linked to the aforementioned chords and once again these changes would present some difficulty.

Later sections consider percussive damping, the power-chord style of Jimi Hendrix, and Pete Townshend's flourishes and suspensions. The final section, "Playing Electric Lead Guitar", requires a very high degree of reading facility and the difficulty of using the printed page to convey the secrets and art of electric guitar seems even further emphasized.

How To Play Drums has judged the level at which information should be presented for the beginner rather better, and has presented a well-balanced account of the basic knowledge and technique for anyone who is new to the instruments. Although a little more

general than the title suggests, the book covers the drum kit, drumming techniques, the percussion instruments of the Latin-American orchestra, and how to play orchestral percussion.

The section on the drum kit, as the others, presents a useful mixture of historical background and practical advice that will give an appropriate introduction to a secondary school-age child or a teacher who wishes to begin a study.

This is preceded by a short section on the elementary principles of music notation, but this is thankfully confined to four pages and thereby assumes that either the information can be fully gained elsewhere or that a teacher will be involved.

"Drumming techniques" begins with hints on practice before giving elementary exercises for developing the grip and getting the feel of the instrument. For these, the level of musical literacy is confined to knowledge of time signatures, crochets, quavers, rests, and bar lines. The exercises are then graded to take the beginner through the roll, grace notes, flam exercises, the drag, the ruff, the paradiddle, and the ratanique. By this time, of course, the exercises are considerably more complex, but generally difficulty is kept in check and the later sections on the various percussion instruments are again concisely described with music examples.

How To Play Clarinet is another tutor from the same series and is a far less effective account. It begins with a subjective discussion of basics, which, for example, lists the advantages of the clarinet over other instruments. "Though all music skills perish with neglect, clarinetists don't need to keep in training to quite the same degree as brass players".

Notation is explained four pages after notes are first introduced, the breathing indication is explained after a good number of pieces. The repertoire is represented by "Twinkle Twinkle Little Star", "Golden Slumbers", "We Wish You A Merry Christmas", and "The Saints", etc. Surely this is an over-used repertoire whatever the instrument.

Michael Stimpson

Live Recorder: A Beginner's Course in Music By James McCafferty and Mike Hatchard. Arnold £2.95. 0 7131 7381 5. Cassette £6. 0 7131 7404 8.

From Descant to Treble Part 1. By Brian Bonsor. Schott £2.50. 0 946535 01 9.

Abracadabra Recorder 8 Carols for Recorders. Abracadabra Recorder 9 Tunes from "Strawberry Fair". A & C Black £1.70 each. 07136 5541 0. 0 7136 5542 9.

Carols to Sing, Clap and Play. By Heather Cox and Garth Richard. Macmillan Education £2.25. 0 333 37962 4.

The Pooh Recorder Book. By Philip Stott. Methuen Children's Books £2.95. 0 416 54280 8.

Mock Morris. By Percy Grainger arranged by Brian Bonsor. Schott £2.25. ED 12258.

Builders of Tomorrow. By Geoffrey Russell-Smith. Schott £1.25. ED 12271.

Recorder Swing Time (Seven Trios for Descant, Treble and Tenor Recorders). Arranged by Philip Evry. International Music Publications £2. 0 86359 287 2.

The authors of *Live Recorder* believe that music is for everyone, and describe their book as a "course in basic music literacy... to be used by all children and taught by all teachers - or by all parents at home".

The book, set in bold type and well laid out, provides an exciting introduction to the basics of music notation. The recorder is the music-maker sup-

ported by a high quality cassette which illustrates notes and rhythm patterns and gives accompaniments to the 26 original tunes especially written by the composer Mike Hatchard. These lively accompaniments are played on piano, woodwind, drums and synthesizer. The sound is good - recorders themselves must be in tune!

The introduction of five notes, B A G C D, in that order, is accompanied by enough theory to enable players to sight-read simple tunes, some in two parts. The pace is slow but designed to make pupils confident and eager to learn more. The key to *Live Recorder* is the cassette tape which makes even a one-note tune an enjoyable achievement.

For teachers and players who wish to progress from descant to treble recorder beyond the role of simple second accompaniments, Brian Bonsor's method offers a reliable smooth and well-ordered approach.

The books - this is the first of a two-part series - teach "no rudiments and little in the way of technique, assuming that such information has already been acquired while learning descant". They provide the next stage to the author's *Enjoy the Recorder* books with the same wealth of fresh material that boosts the confidence of players, especially when changing from descant to treble.

I recommend this classic tutor. There are accompaniments to both books (£5.75).

Most of the 15 carols featured in *Carols for Recorders* are from the two Christmas song collections *Carol, Gaily Carol* and *Merrily to Bethlehem*, reset, where necessary, in easier keys. Arrangements are for descant, treble and tenor recorder.

Tunes from "Strawberry Fair" invites a flexible approach to arrangements. Set for descant, treble and tenor recorders in various combinations there is also scope for keyboard or tuned percussion in many of the arrangements. Voices can also be combined or alternated with recorders in most of the songs where the singing range is suitable.

These two books extend the range of the popular *Abracadabra Recorder* series.

The Macmillan book is a complete book to the *Sing, Clap and Play Recorder* course by the same name and is for beginners and intermediate pupils in the 7-11 age range. The carols have been arranged for recorders, percussion and voices. The book is given in the Recorder 1 part and other parts playing harmonies, descants and interchangeable between recorders and tuned percussion. The arrangements from verse to verse, the music is simply set and easy to read and with its lively illustrations it is weeks leading up to Christmas.

The Pooh Recorder Book is a complete book to the *Enjoy the Recorder* series, featuring a sense of discovery. It is intended for children of primary school age who have learned the notes of the descant recorder, and C to top E, and comprises a dozen tunes by the author composed around the various characters from the *Pooh* stories by A. A. Milne.

There are no accompaniments, the stress is on details of expression and technique. It is an attractively presented book with illustrations by Ernest Shepard and would be popular with *Pooh* fans old enough to enjoy musical humour of pieces such as *The Woorraworn Jig* (for Tiger) and *Pooh's Exercise Music* for the moving Stoutheart.

"Mock Morris" is an attractive arrangement for descant, treble, tenor recorders and piano which demands quick rhythmic playing and a good tonal balance between the parts. A pleasurable challenge to an experienced group.

Written for descant recorders and piano, "Builders of Tomorrow" is the piece, style and grandeur of "Jerusalem". The recorder ensemble is divided into two groups: a large *Rippon* group and a much smaller *Concertante* - about one-fifth of the total force - which has the more demanding middle section. Suitable as a concert item for a large group of recorders.

Philip Evry's collection includes "The Lambeth Walk", "April Showers" and "Catch A Falling Star". The swinging put-pout makes a welcome addition to the recorder repertoire.

Jean Gilbert

Further reviews in this week's Extra, pages 35-46.

A for Aphra

Heather Neill previews an unusual Restoration revival

A glorious June day in Stratford-on-Avon. At the stage door the receptionist deftly deflects a young lady on the telephone claiming to be a member of the royal family with an urgent need to speak to Mr Jeremy Irons. ("Mr Irons is in rehearsal. Any message?") Mr Irons and the rest of the cast of *The Rover* are indeed in rehearsal and will be until 7.30 in the evening. John Barton, the director, is legendary for his stamina and singlemindedness when working on a production; the cast do get their breaks; he rarely stops for lunch.

The Rover, by Aphra Behn, was written in 1677, remained popular until the Victorians disapproved of its bawdy and has been revived recently. Mrs Behn, the first English woman to live by her pen, was almost as prolific as her contemporary, Dryden. She was witty, well-read, could translate from several languages, travelled to Surinam as a young woman (where she acquired a feathered costume used in Dryden's *The Indian Queen*) and went to England and returned to his Spanish colonial home. The English gentlemen are little more than pirate-adventurers seeking funds for the king's cause - the action being set before the Restoration.

The trappings of the play are typical of the period - disguise, mistaken identity, witty exchanges between men and women - as are the themes, money, sex, the commercial aspects of marriage. John Barton dismisses any suggestion of "feminism" as a modern concept, inappropriate to the play's time. Nevertheless, some of the best lines do fall to women.

Actors, including Mr Irons, already looking raffish, hair long for the part, wander in and out of the beautiful new Swan Theatre auditorium, where a large chest dominates the thrust stage. That and a few curtains are to be the set.

"The play is about costume, about dressing up," says Louise Belson, the designer. She and John Barton have hit on the brilliantly simple notion of making this "magic" chest produce all kinds of disguises (and, no doubt,



Hugh Quarshie, plays Belville as a cavalier who having sought his fortune in England has returned to his Spanish colonial home. The English gentlemen are little more than pirate-adventurers seeking funds for the king's cause - the action being set before the Restoration.

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Glory and defeat

Antony and Cleopatra. By William Shakespeare. Theatre Royal, Haymarket. Some Kind of Hero. By Les Smith. The Young Vic. Show People '86: Barbara Cook. Donmar Warehouse Theatre.

Antony and Cleopatra is one of Shakespeare's most popular tragedies. High romance amid scenes of Levantine luxury contrasts sharply with cool political marriage in Rome, noisy battle gives way to calm resolution in the face of death and mortals achieve immortality. The title role challenges the best of actors, and the swift shifts from East to West, victory to defeat, private to public life tax the ingenuity of the greatest directors. The play's greatness lies in Shakespeare's verse, the rich imagery of which invests the great lovers with titanic stature, giving their fevered coupling cosmic significance. Small wonder that it is a popular choice among examiners and in schools as a set-book, and that theatrical companies are eager to present it to such a ready-made audience. With Vanessa Redgrave, an actress of world-wide reputation (deservedly so) cast as Cleopatra, how could it fail?

Sadly it does. Redgrave's bean-pole Cleopatra, taking her cue from the answer to Iras' "Royal Egypt! Empress!": "No more, but e'en a woman... as the maid that milks and does the meanest chores", shows no trace of imperial majesty. Edgy lasciviousness substitutes for luxurious languor, easy sexual fascination. She is a British matron gone wrong rather than the "serpent of old Nile". As such she is brilliantly spiteful when questioning the Messenger about Octavia. But when the play shifts gear and Cleopatra's apothecosis is embraced, this reading fails her. Toby Robertson's direction does not help: allowing her to lug stage furniture about, hiding her face when we need to see it as she apostrophizes dead Antony, undercutting "I am marble constant" with trivial business, making her pinch the dead Iras's body on "The stroke of death is as a lover's pinch", and inviting laughter at the thought of Iras receiving Antony's kiss in death before Cleopatra.

Given recent disclosures about black soldiers and the Guards Regiments, it is topical and relevant; saying things that need to be said, disclosing what many might prefer was kept hidden. Treva Etienne energetically conveys James's mercurial changes of mood. His free-wheeling performance would benefit from some of Barbara Martin's powerfully quiet stillness. Corin Redgrave's Officer and Ben Robert's Sergeant activates the author's stage-types. The Sergeant's change of heart and the literary-poetic outpourings of James and his psychiatrist strain credibility but do not diminish the play's important message.

Barbara Cook's show is important because it conveys the delight of superb pop-singing gives. Brilliantly accompanied by pianist Wally Harper, she earned a standing ovation. They are the perfect antidote for teachers' (and pupils') end-of-year exhaustion.

John James

Dance legacy

Festival Ballet and the Diaghilev Legacy: Illustrated pack on *Parade, Petrouchka, Scheherazade*. Education & Community Programme, London Festival Ballet, 30 Jays Mews, London SW7 2ES. £1.70 inc p&p.

This is the third in a series of education packs sponsored by W H Smith, sustaining the standard and format of the first two. It contains a general sheet on the legacy, plus illustrated sheets on each ballet giving details of design, dance and music with something about their creation and history.

The pack is well researched but better on individual ballets than on the legacy. It would be helpful to have more background about Diaghilev and his company, for example, supported by the kind of short bibliography which is part of each ballet sheet. Nevertheless, a useful addition to any school library, whether or not Festival Ballet perform your way.

Peter Brinson

ZAMANA

3 JULY - 5 OCTOBER 1986

The Education Pack issued for the Centuries of Gold

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Pieces of the puzzle

by Robin Buss

It is not easy, after 70 years, to find anything new to say about the Great War for Civilization, so the big push on the Somme was commemorated by repeats. BBC1 showed its 1976 documentary *Battle of the Somme* (June 26) backing up Leo McKern, whose voice is well-suited to express sorrowful reproach, with archive material, sober analysis and proof of nature's ability to restore the scenery. It gave a credible explanation of what went wrong and assessed the results, including the effect on communities of the creation of "pals battalions", neighbourhood volunteers who ended, as often as not, beside each other in the small print of the local newspaper.

More often than not, if, like the *Acquainted Pals*, they went over the top on July 1, 1916, the first day of the battle. Showing the 60,000 people crowded into Wembley Stadium for the Live Aid concert, *Lions Led by Donkeys* (Channel 4, June 25) tried to suggest what casualties of that number, in one day, signify. It can't be done. Instead the programme focused mainly on a group of survivors, took them back to France and got them to talk about their experiences. "I often wonder what he would have been like, if he'd lived," one said about his friend Alex. He saw him die 70 years ago and said: "He was a good man. Back in England on leave, he went to see Alex's unmarried mother, to keep a promise. His fragment of the huge puzzle gave a hint of what it all meant."

The evidence of battle is still easily visible on the landscape of northern France. The cemeteries are unvisited, some like gardens, others like fields, a few resembling great meadows of crosses ("they went down like corn," said a survivor for whom it was no cliché). But you do not have to wander far from the route of the battle to find trenches, preserved as memorials or grassed over like the neolithic earthworks in *The Blood of the British* (Channel 4), shown earlier in the same evening: the title would

have done for both programmes. Catherine Hill's tour of prehistoric "ritual landscapes" made the point that monuments like Stonehenge were probably set up by native builders, not by foreigners, but with less emphasis on "our ancestors" than *Horizon* two weeks earlier.

Another Irish couple strolled down the aisle in Mary Kenny's *Diverse Report* (Channel 4, June 25), and yet another repeated the performance for *Newsnight* (BBC2, June 26), showing that it only takes two weeks to make a cliché. In the end, Ireland voted for this to be the only television appearance of those particular couples in that role. Mary Kenny argued against divorce, but with the conclusion of the other side. The women in Sally Burton's *Real Life of a Hollywood Wife* (repeated on BBC2, June 26) was that being an ex was not such a bad alternative to life with a husband still trying to decide whether he wants a sex kitten or a social secretary.

"What are we playing at?" asks a character in a preview clip from *Channel 4's* series *What If It's Raining?* (July 3), as she slinks to the door of the squash court. It wasn't squash, anyway, just a game that should have ended as an outbreak. We were playing at football, however, and tennis and

The Bright Face of Danger: an exploration of the adventure story. By Margery Fisher. Hodder and Stoughton £12.95. 0 340 22993 4.

The term "adventure" is by now almost synonymous with children's stories, but as Margery Fisher shows in her richly detailed study there are increasing difficulties for modern authors trying to accommodate this particular genre to contemporary reality.

It was not always so: a Victorian writer like R M Ballantyne could draw directly from his own experience either as a fur-trapper in Canada or as a volunteer fireman in London. The same was true of Rider Haggard, who fictionalized various romantic African characters he met while serving in the Royal Air Corps. But gradually writers found it harder to draw on vivid first-hand material from their own lives, given the way that first trench warfare and later the blitz drove out the idea that fighting, a staple ingredient of adventure stories, should always be approached in the spirit of good fun. Instead authors looked to gentler experiences: sailing in the Lake District, perhaps, or else winning at the local gymkhana. Something more exciting was also demanded by young readers, however, leading to that most typical of twentieth-century stories, the junior thriller. Yet because such goings on were generally remote both from authors, and audience's lives, little has been achieved here compared to the full-blooded authenticity of those famous Victorian adventure stories that continue to haunt the imagination even now.

All this is well documented by Margery Fisher, an ideal author here given her appetite for adventure stories as a girl and her voluminous reading of children's fiction ever since. But such generous coverage has its drawbacks, with too many plot summaries in the text leading to a lack of flow in her narrative: a case, perhaps, of missing the wood for the Trease. And while she is properly appreciative of



André Amstutz the illustrator has combined with science fiction writer Douglas Hill on one of the latest Banana Books, *How Jennifer (and Speckle) Saved the Earth*, a light hearted romp about a fun-fair and aliens in human form. Attractive hardbacks, illustrated in full colour, Banana Books are recommended for seven to nine-year-olds. (Helmemann £2.50 each.)

making capital out of his adventures in the Royal Air Corps. But gradually writers found it harder to draw on vivid first-hand material from their own lives, given the way that first trench warfare and later the blitz drove out the idea that fighting, a staple ingredient of adventure stories, should always be approached in the spirit of good fun. Instead authors looked to gentler experiences: sailing in the Lake District, perhaps, or else winning at the local gymkhana. Something more exciting was also demanded by young readers, however, leading to that most typical of twentieth-century stories, the junior thriller. Yet because such goings on were generally remote both from authors, and audience's lives, little has been achieved here compared to the full-blooded authenticity of those famous Victorian adventure stories that continue to haunt the imagination even now.

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CHILDREN'S LITERATURE

the progress made by contemporary adventure story writers who turn away from melodrama she never gets round to discussing the actual appeal of such admirably understated fiction to the general child reader. This is an important omission, given the way that over since the shock of the solitary foot-step on Crusoe's island there have always been demands for models of heart-stopping excitement in children's fiction. If this is unavailable in books young readers will turn either to horror films on video or else to those hectic, sometimes radiate, choose-your-own-adventure series now selling so well.

Catering for such needs while also staying within the bounds of good writing is an immensely difficult assignment for any children's writer: whether many of them achieve such a fine balance today could have been an apt final point of discussion in this otherwise intelligent and humane book.

Nicholas Tucker

Wildlife Tales. By Josephine Poole. Hutchinson £6.95. 09 163300 1. When *Flesh Begins To Creep*. By Judith Gorog. Gollancz £6.95. 575 03797 0.

From either side of the Atlantic come two new collections of short stories. Both, in their very different ways, seem artful, even contrived, yet each might prove a popular anthology. *Wildlife Tales* by Josephine Poole is unmistakably English: nine short stories about creatures surviving in the wild, directly in the *Tarka* tradition. "The red deer calf was born at the end of May..." "The short-tailed vole lived under the hedge..." "The fox caught news of the hunt before the meet..." In similar ways we are taken into the life of a badger, a herd of wild ponies, a flight of swallows, "a clatter of rooks", "a caper of frogs" and "a dance of bees".

From a natural history standpoint the stories seem to be very thoroughly researched. Humans intrude only logically when, for example, a farmer is disturbed by rooks unexpectedly deserting their nests, when a motorway alters a habitat and when sunlight glinting on a discarded bottle starts a

scrubland fire. Only occasionally do the animals themselves invest with human qualities. An old badger and a widower and a stag antelope and a forest fire are pulled by "the magical thread" the link between man and creature."

If there are these whimsical touches and if the style is somewhat decorative, the stories are nevertheless most informative; nor do they funk showing how red in tooth and claw is the natural world. Furthermore the book itself is handsomely produced. Young readers who might be daunted by the length of Henry Williamson's books will doubtless read and re-read these stories.

Infinitely more whimsical, even capricious, and indisputably American is Ms Gorog's collection. For more than a traditional collection of spooky tales as is suggested by the cover and the title of this English edition, *When Flesh Begins To Creep* is a strange mixture of supposed folklore and contemporary Americans. Here we meet talking, bewitched and benevolent pigs; Death comes to claim a child; a sacrifice in front of her middle daughter; and a pair of teenage twins engaged on a Youth Employment scheme inherit a fortune from a rich uncle. Some of the very short stories are best. An obnoxiously clever girl is given three wishes and begins by wishing for a thousand more. A school refuser is hooked on learning by the ghost of the man whose house he tried to burglar. A man called Angus Tucker suddenly finds he can say and do what he demented by the triviality of their conversation.

So varied is the collection it is difficult to suggest a specific audience. Perhaps its greatest value will be to the English teacher: it is after all an anthology of most readable and interesting stories certain to captivate any lower secondary range.

David Sell

ARTS



Visual rhythm

Geraldine Morris on the Royal Ballet's 'Dancing Together' project for hearing-impaired children

Even on a sultry summer day it is unusual to hear the sounds of Indian music drifting out from a small primary school in Swiss Cottage; even more unusual because the school caters for children who are profoundly deaf. The children were working on an Indian dance as part of a project organized by the Royal Ballet's Education Unit. The project, which was sponsored by International General Electric (USA), aimed to encourage children with hearing difficulties to participate in music and dance. Eight London schools were involved with dancers and musicians who used themes of fire, water, air and earth, in styles ranging from classical Indian and classical ballet to Afro-Caribbean and modern dance.

How does dance and music benefit such children? Obviously they are visually stimulated but more important it encourages them to relate rhythm and movement to language and speech. Learning to speak rhythmically and thus with meaning poses an immense problem to children with impaired hearing; music and dance help the children to speak more naturally and give them a visual impression of rhythm.

At the Frank Barnes School in Swiss Cottage where very young profoundly deaf children were working with Uni-

Krishnan—an Indian dancer trained in both Kathakali and Bharata Natyam—the rhythmic hand movements of the dance enabled the children to work in time to the music much of which they could not hear. The musician, Balaji Shrivastav, has been blind from birth and this helped the children to relate more easily and attentively to his playing on the tabla. For here was a "real" professional who had something in common with themselves. They were using "water" as the theme, and Kathakali-based dance is a particularly suitable form for such interpretations as it has a strong emphasis on dramatic effect.

Of the other schools which took part most were units for the partially hearing within primary schools. Solen-croft School believes in integrating all their children and after watching a session on "fire" with Richard Slaughter (Royal Ballet) it was impossible to distinguish the hearing from non-hearing children. Richard stressed the need to keep in time with the music, making no concessions to disability. All the children in the top form were involved in the work, either dancing or providing singing and percussion accompaniment to the piano. At a similar unit in Peckham where more of the children are profoundly deaf only those with hearing problems took part

—a group of six to 11-year-olds. As the children had previously been working on an animal project, Rabia Rahim, their teacher, suggested using the story Que-Que which incorporates themes of animals and earth. Carl Campbell (Afro-Caribbean Dance Theatre) was a great inspiration to the children with his easy graceful movements and soft but insistent voice he encouraged them to give a realistic performance. Speech, mime and dance were all incorporated and the resulting dance drama was quite magnificent.

Two weeks of effort culminated in two days at the Royal Opera House where 100 children took part each day and performed their dances. A large studio was transformed with the children's work—life-size sharks float across the mirrors, while Nani's Ark jostles for a place amid friezes, collages and forests of trees; an unexpected transformation for the usually bare practice room.

While it is impossible to gauge the long term benefits of such projects, their immediate impact is evident. Gradually dance and music are becoming established as important in the education of deaf children. Projects such as these are an invaluable opportunity for those hitherto neglected members of society to participate in the arts.

Literary competition

Competition No 76. Report by Cheryl Wells

With the completion of the four-volume Supplement to the Oxford English Dictionary, competitions were asked to suggest some of the new words that may be justifying for admission to the Supplement to the Supplement when that is due in about 2015.

With the ever-accelerating pace of technological change, life in 2015, though only 29 years distant, may (if Planet Earth hasn't already succumbed to autodestruct) be different from that of today in all sorts of ways insusceptible to accurate prophecy or projection. There were disappointingly few such imaginative leaps into the linguistic unknown in the entries, most competitors contenting themselves with neologisms reflecting the yet further extension of trends, dreams, fads and obsessions already well established and described.

£4 for each of the following: Chernoid n. (Bot.) Gargantuan; larger than normal; mostly of beet and other roots subjected to radiation. Of crops from the district of Chernodya, in Greater Poland, where radiation had this effect in 1986. "Great Chernoid Beet" (Seedsman's catalogue, 1994).

Hazel Stanley Computerosis n. Mental and physical breakdown caused by the malfunctioning of computers.

George Moor Donkad n. Extra work entailed by the use of labour-saving devices.

George Moor Geldof n. Soya-based foodstuff capable of restoring and developing health (named after notable famine-relief spokesman).

George Moor Madre n. An ordained Anglican woman-priest serving as a chaplain to the armed forces (It).

George Moor Mechagogue n. Robot schoolteacher (from *Gk mekhanikos* and *agō*—lead).

George Moor Pent n. Smallest British coin, representing the one pence piece.

George Moor Pitt n. Invertebrate; corruptor of ideas; kind of *pili*—umpt to mislead (cf manifest); *pili*—house—place of disorder and corruption; straight as a *pili*—(iron) untrustworthy (cf burge-

pole). (Poss corrupt of politician; member of discredited oligarchy).

Pitter v. Talk in style lacking nature, thought or integrity. (Poss corrupt of *OS squitter*—diarrhoea.) Peter Pym v. Praise, in such a manner as to leave no doubt of muddled intention. (Pym, a 20th-century politician).

Paul Cullen Queek n. An international language designed to be taught to infants by computers, invented by D. Cullen. Queek of ICI University, Oxford, all Queek to me! (Times books, 2014).

Rambo n. and v. 1. Person combining immense strength with gross immaturity, or person ready to commit violent violence for nationalistic ends. (Ramboes call for nuke 'em pole). 2. Behave in a violently virile manner as the Uruguayan forwards Rambo their way towards the goal. "Rambo"—popular film).

M C Barre-Sley a. Good, approved, excellent, mutuating, well-made. Supposed to be derived from the old proverbial expression "The best thing since bread." "The new electro-car is a really sley model" (Tomorrow, 2003, E J Day).

Soper n. Person who lives vicariously person deceived into believing unrealistic; *sinsoper*—person who reads about unrealities in hard copy; *slap ev*—one who remembers "Evelyn" (Corrupt of *slap*—fantasy with on three-dimensional totalisation).

Peter Jay Competition No 77. Set by Sylvia Peat 'The Game'

"It's not for the sake of a ribbon coat, Or the selfish hope of a season's fame."

So wrote Sir Henry Newbolt about cricket. We should like to know what he or some other equally well known poet of the turn of the century might write about the present sporting world (national or school). Minimum 100 words of verse, maximum 16. Closing date July 16.

Man of passions

Letters From The Yellow Chair, National Gallery, Trafalgar Square Theatre.

"Life was such a burden to him but now, as so often happens, everyone is full of praise for his talents," says Theo van Gogh (Nick Pace) in the closing scene of this enterprising two-hander. Almost a century later, we are interested just as much in the life.

For all that, the actor-writers cling to the myth-making apparatus of the artist as an isolated visionary, they do try to reveal the frustrated social animal beneath. In their selection and interpretation of the letters, Vincent is rightly rhapsodized about "the marriage of complementary colours", and how they can substitute for the halo in his very intense portraits but he also recognizes himself as "a nobody, an eccentric, disagreeable", however much he is "a man of passions".

What is most admirable about this production is its ability to realize the very powerful, fraternal bond that united the two men. Bridging the distance between the writer and reader of letters is not easy but the use of vocal continuity, dialogue whenever possible, and some very telling occasional simultaneous speech, is effectively done, bringing the actors close enough to add their own mute emotional weight. By the time Theo says "Sometimes, he tried to weep but he couldn't," you believe it.

The staging adds to this conviction. Necessarily restricted, it begins with only the lamp that accompanies Theo's return from Vincent's funeral. After which, spots show us the completed "Yellow Chair" in Paris and the painting by Van Gogh is seen or mentioned, yet the particular relationship between the urban picture dealer and the painter in Provence is established.

Both Pace and McTavish give committed performances. Sufficiently

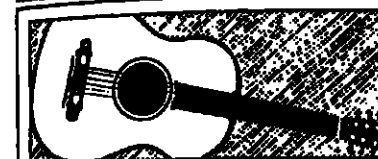


Graham McTavish (right) as Vincent, and Nick Pace as Theo

alike to pass as brothers, they fill out their characterizations with vivid judicious descriptions of dress, gesture and tone of voice. What limits them is the text. Discontinuities in the narrative and abrupt changes of mood are easily accommodated in the letters. On stage, they can open up like real men, they can be as close as the words directed themselves, perhaps the outward transitions would have been smoothed out.

"Letters from The Yellow Chair" is, nevertheless, a very engaging experience. Secondary school pupils could find it a most enjoyable way to learn something about a great artist. Special free performances for senior school parties are still available at 2.00pm on July 7, 8, 9 and 10. Booking is essential (tel: 01-839 3321, ext 290). Performances for the general public are every Wednesday at 6.30pm throughout July. Tickets at the door.

Michael Clarke



Chord changes

The Guitar

A complete home tuition course for beginners by Lawrence Levin
Price £19.50 for four cassettes, book and capo; £3.75 for book; £4 for one cassette
Lawrence Levin, 21 Nunroyd Avenue, Leeds, West Yorkshire LS17 6PN.

It is, perhaps, surprising with the considerable popularity of the guitar and the equally considerable number of guitar tutors (of the printed variety), that so few courses have been written and presented on cassette. *The Guitar*, "A Complete Home Tuition Course for Beginners", has therefore little experience to follow and the advantages and disadvantages are evident.

This course on folk guitar moves through the stages of learning to play chords and provides accompaniments to songs. Tape 1 contains an introduction, a discussion of tuning, tablature, playing your first tunes ("Twinkle, Twinkle, Little Star" and "Molly Malone") and some reference to chords. This is then taken up in more detail on Tape 2, working through a series of the common chord shapes as well as the use of a capo.

The course reaches a technical level which shows a relatively easy picking movement and chord changes with short bass runs. The songs ("He's Got the Whole World in His Hands", "Amazing Grace", "She'll be Coming Round the Mountain", etc) are presented vocally and as a melody line for guitar, both with chordal accompaniment.

If your interest is in rock, classical, jazz, or flamenco guitar, the course will not be "complete" as the title suggests. It is indeed helpful to be able to hear what type of note is sounded when a left-hand finger is not placed correctly or, when tuning, whether the note is a little higher or not. However, the introduction and discussion of tuning takes one half of a tape and, given the cost of £4 per individual tape, this may not be considered cost-effective.

The tapes are presented as guitar lessons and would have benefited from a more concise script that confronted certain technical issues. A beginner requires more than just being told to stretch further if a chord cannot be reached. The style is friendly and more personal than a written tutor, but it is time that the guitar moved on from this well-worn material.

Michael Stimpson



HEALTHY EATING
Alison Whitley
Service has produced a poster called "What is Healthy Eating?" to help teach 7 to 12-year-olds how to choose a healthy diet.

The top half of the poster shows a variety of foods with colour-coded banners so that pupils can see at a glance whether they should eat more, less or moderate amounts of the various types of food. The lower half illustrates the benefits of bread and bread products and presents a selection of meal suggestions. On the reverse are activity sections comprising teaching notes and suggestions for practical work.

The poster is available free from the Allison Whitley Bread Education Service, 644 Bath Road, Taplow, Maidenhead, Berks SL6 0PA.

STUDY PLANNER CHART
A study planner chart for September to August is available to schools for 65p each for orders up to 14 and 55p each for 15 or more copies.
Available from Carrel Press, 13 Bowman Street, Carlisle CA1 2HD.

RESOURCES



Game of life

The year is 1042, and you have a message from the thegn...
Jessica Saraga looks at a medieval history pack

Our Domesday Village

Pack produced by Education for Neighbourhood Change, Nottingham University and the Arts Department, Castle Museum, Nottingham.
Price £15 plus £2.20 p & p from Education for Neighbourhood Change, School of Education, University of Nottingham, University Park, Nottingham NG7 2RD.

What used to be known as "learning by doing" is now more grandly called experiential learning. In any case with large-scale, sophisticated role-playing exercises like *Our Domesday Village*, it's not learning by doing so much as learning by being. Children don't just empathize with Anglo-Saxon villagers, they become them, acquiring their "mind-sets", feeling their fears, becoming saturated in their daily concerns.

The class is divided into families, each child assuming an identity and a name. Some of them are elders. The year, to begin with, is 1042. The families are required by a putative thegn to move into a depopulated village and cultivate the land there. It's allocated by the teacher in the guise of a corrupt and partial thegn's reeve who, as the seasons move round, collects each family's dues in the way of work days and produce.

Currency is work day cards, livestock, and more rarely, money. Each

family must manage its own economy, taking care to keep enough work days out of its limited store to work its own plot and preserve enough food for the winter, to be able to pay dues and tithes, and cooperate at harvest time.

Each season, everyone must dress their wyrd, and cope with changing fortunes, dealt out in bag-mishap cards. You're sick, you're been drunk, you're having a baby—you lose work days. Your toft burns down, you lose work days to rebuild it. Fowl pest has struck your chickens, lose five hens and collect no eggs. There are far more mishaps than haps, but if work days have prudently been spent acquiring skills, everyone may benefit.

A thatcher will repair roofs for money after a storm, the carpenter will mend your broken axe.

The pack includes a large table lay-out of the village, family possession sheets, a "word-hoard" sheet of useful words, "barter-worth", "craft-worth" and "money-worth" sheets, a "say-slick" to pass around when everyone meets in the village moot and all manner of other equipment. What it adds up to is a vast, classroom-size board game, an early medieval Game of Life. *Our Domesday Village* is to village feudalism. Unlike *Monopoly* through, by its very nature, apart from petty rivalries, it's not competitive, for feudalism at the lowest level meant cooperation. All the power roles here—thegn, reeve, priest, even miller—

are safely played by the teacher.

But *Our Domesday Village* is not just about social and economic life. Times change, and in phase 2 of the game we are in the year 1065. Elders have died, younger family members have taken their place, and there is dramatic and disturbing news—soldiers have been seen on the Eastern Road! Phase 2 takes us through the Norman Conquest, the thegn is killed at Hastings, and a new Norman thegn takes over. Phase 3 sees the village in 1085 under a harsher rule, with Domesday commissioners visiting and questioning, and by Phase 4 (1106) the whole village has been conscripted to build a castle, and is deciding how best to make it strong.

It all looks fun, and while the materials are thought out in sufficient detail to require not much more from the teacher except enthusiasm and organization, they're also open-ended enough to provide scope for unlimited individual additions. This show could run and run. The only query you need longer than you bargained for is its ambitious consumer target of mixed ability classes aged anywhere from seven to 16 could well be justified, as it seems extremely flexible, but I'd expect most success around the middle of this age range. So, are you ready to have your mind-set altered? The year is 1042, and you have a message from the thegn...

Besides the using grammar section, verb tables, and French-English vocabulary, Books 4A and 4B have a very useful section of examination practice which offers much sound advice on revision and examination techniques, as well as numerous examples of past questions.

Assessment Packs are also available for Stages 1 and 2. These comprise cassette or tape, teacher's book and reproduction masters.

The tests on each unit aim to emphasize achievement and progress for pupils (which can be detailed on the progress charts supplied), and to reveal weaknesses for teachers. Listening, speaking (via "substitute oral strategies") and reading are tested for all pupils and there are optional "C'est extra" sections for more able pupils which test grammar, spelling and written expression.

Each pack also contains an attainment test, for use at the mid-point and end of each stage. These tests aim to differentiate more than the individual unit tests and may thus serve as internal examinations or as guides in comparing pupils' progress.

Both these sets of resources maintain the high standards that we have come to expect of *Tricolore*. The assessment packs provide a form of continuous testing which is sufficiently flexible for individual departments to use as they wish, while Stage 4 has a wealth and variety of excellent materials and activities that teachers will have to be very selective in choosing those most appropriate for their own particular needs on any topic.

The book is attractively produced, in full colour, with lively art work, cartoons and photographs. There are some interesting and provocative ideas, like the true/false quiz on medicines and drugs and the "dart type" activity on a day in the life of a headache pill. It is a useful resource that could be part of an extensive sequence of lessons in a variety of courses.

Jackie Hardie

Wealth and variety

Tricolore Stage 4
Complete set + tapes £120.45; complete set + cassettes £108.45.

All components are available separately: teacher's book £6.75; pupil's book 4A £3.95; pupil's book 4B £3.75; reproduction masters £30; two filmstrips £6.25 each; set of 12 overhead projector transparencies.

Tricolore Assessment Packs
Complete pack + tape £37.75; complete pack + cassette £35.75.
Pack 1A (Units 1-8); Pack 1B (Units 9-14); Pack 2A (Units 1-5); Pack 2B (Units 6-10).

All components are also available separately: teacher's book £2.50; reproduction masters £26.25; tape 19 + VAT; cassette £7 + VAT.
Arnold-Wheaton, Parkside Lane, Leeds LS11 5TD.

Stage 4 of *Tricolore* aims to cater for classes preparing for the GCSE or Standard Grade level in French. It can be used to follow on from the earlier *Tricolore* materials or as a consolidation course to first examinations for those who have followed other courses.

It consists of the familiar mixture of teacher's book, two pupil's books (4A and 4B), tapes or cassettes, filmstrips, reproduction masters, and also has a set of 12 overhead projector transparencies, made up mainly of maps, town plans and pictures for description or essay work.

Tricolore 4 continues the successful combination of a topic and situation-based approach with the more conventional structural and grammatical progression. The pupil's books each comprise five units based on a theme—travel, holidays, food and drink, leisure, etc, but in contrast to the earlier books each unit is clearly divided into discrete areas concentrating on one aspect of the theme or on an individual grammatical point—a division which is of very positive assistance in giving students a sense of real progress. Each unit contains a wide range of material, much of it authentic. The varied and interesting activities include several innovations such as "information-gap" pair-work and passages of natural unscripted listening.

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Frank Thomas

Next week

A selection of primary packs and activities, and German and Maths courses for secondary

As I crunched through crisp, golden leaves there was a flurry of wings as birds flew up to the top branches of a beech tree.



Jonathan Ingis

Crisp and even

Pauline Bleach on wordprocessing programs

Primary Pen
Cassette for the Spectrum £9.95
RESOURCE, Exeter Rd, off Coventry Grove, Doncaster DN2 4PY

Bigprint
For the BBC Micro 1S
Barbara Malnes, South House, Yatesbury nr Calne, Wiltshire SN11 8YE.

Class Series
For the BBC Micro
Writer 19, Reader programs £12 each
Cambridge Language Arts Software Services Ltd, 197 Henley Rd, Caversham, Reading RG4 0LJ.

One of the most beneficial applications of computers is when they are used to enable the creation of text.

Primary Pen is a first stage, menu-driven text creator which can be used with very young children to produce their first literary efforts. The BBC version, which has been around for some time, has proved very popular.

Recently, a very similar program has been released for the Spectrum. The emphasis is upon simplicity of use, and although sophisticated word-processing procedures cannot be undertaken, all the facilities are provided to produce, amend and save text. All the working is done on the screen with the function keys being used to operate all the editing facilities. Very useful to younger children is the fact that input appears on the screen in double height text, though a large amount is produced, single height can be selected so that more will fit on to the screen. An additional facility exists for the text to be displayed one word at a time. Infants find this extremely helpful when reading through their work.

Once finished, texts can be printed out immediately or saved for revising at a later date. Although the program is designed principally for younger users, schools trialling it found it flexible enough to have a use right up to the top junior stage. As it is cassette-based, it provides a valuable, inexpensive method of using the com-

puter for text creation, especially for those who have not yet managed to acquire a microdrive.

Another simple wordprocessing program which arose directly from the particular needs of a large primary school is **Bigprint**. It was developed to support the handwriting and spelling document by providing an easy-to-read, serif print. The large text is specifically designed for young children and the partially-sighted. To produce text like that above, an Epson or Epson-compatible printer is required, although all control codes are incorporated in the program. Any number of copies can be printed out, each one starting at the top of a new page.

Working round the menu facilities being accessed via the function keys, for which an overlay is provided. Initially some time and care have to be taken in getting to grips with the program features. Straight story writing doesn't present too many problems but children had to overcome their disappointment with the fact that they arranged on the screen didn't

match what was printed out, due to the proportional spacing. This, however, can be overcome with a little practice. The saving of routines also proved difficult which caused some frustration. However, for teachers who are prepared to spend some time on the initial familiarization, the program represents excellent value for money. For a further £2 the Handwriting and Spelling Manual can be purchased, making this into a resource package rather than a simple program.

A different concept in language programs is provided in the **Class Writer/Reader** series. Based on the fact that so many language programs are not compatible with each other, this suite sets out to provide a continuity of materials. The **Writer** program is a master constructor, allowing teletext pages of both text and graphics to be created. Examples of its versatility are provided in the sample pages. Using this program on its own, one can produce linked pages, electronic books, magazines, branched stories.

The **Reader** series can be used as independent materials in their own right with the example texts provided, but their main strength lies in the fact that they can be used in conjunction with the **Writer** program for teachers and pupils to create relevant specific texts. So far three programs are available in the **Reader** series: "Outcomes", which is a *Tray* look-alike, "Yarns", which centres upon branched stories, and "Order", which allows a variety of sequencing exercises. Further programs are projected to include punctuation, note-making and database creation, skimming and scanning, drafting and wordprocessing, and poetry generation.

Certainly there is a uniformity about the screen presentation, layout and operating facilities, but the usefulness of the series will depend very much upon what teachers themselves want. If they are seeking a flexible set of integrated materials, these programs provide a solution. But many schools will already possess programs such as *Telebook* and *Tray*, which deal with some of the skill areas. "Order", for example, on its own would be very limited without the **Writer** program.

For schools, particularly secondary English departments which are still at the stage of building a software library, a suite such as this would provide a uniform, varied flexibility. The underlying perceptions are sound; they have been well thought out by practising teachers. Incorporated facilities allow transfer of texts from *View* and *Word*, but although the programs are compatible with Quinkies, they are not guaranteed to run on Econet systems. The four programs available at present demand an outlay of £45. It is quite likely that however much teachers are attracted to the concept, it will be the financial considerations which determine their uptake.

King of the castle

The Castle Pack
40-track disc for BBC Model B
Price £15.95p (+50p p&p)
Available from South Yorkshire
Humberside RESOURCE, Ene
Round, Off Coventry Grove, Doncaster
DN2 4PY.

Warrnes Castle in 1240 provides the imaginary setting for this computer program of work on medieval castles. Collective attention is focused through a short story in a separate booklet. The lord's sword is taken from the armourer's workshop and two young servants are identified as the culprits. From this point the branch out in groups of four or five to tackle a variety of activities.

The data file provides the core of the material listing the 67 people in the castle on the day in question. Death given on the age, sex, occupation, daily task, location and importance of each person. Nothing here about equality of status. All 67 people in the castle are ranked in a strict order of social hierarchy. The lord and lady rank as 1. No doubt either that this was a man's world with only 11 women present in the castle, mostly holding subordinate roles.

There are nine structured worksheets. On their own master plan of the castle pupils can record each person's position, allowing them to see at a glance where everyone was at 9.30am. Specific sorting exercises follow on the occupations, ages and importance of the people in the castle. How many sentries, foot soldiers, archers and crossbowmen were there in the castle and what was the total complement of ordinary soldiers? How many people fell into the various age categories? How many people were there in each social level?

Further work covers the daily tasks undertaken by the people in the castle (who writes the lord's letters?) and some general exercises requiring the use of all the material in the data file (identify the name and rank of all maintenance men above social level 1). At each stage pupils are invited to develop additional questions of their own. OHP transparencies of a blank castle plan and a buildings location plan are provided for the teacher.

A section on castle occupations allows pupils to use their own experience books (detailed bibliography provided) to build up information about the exact nature of the occupations of the inhabitants and then to add this information to the occupations program. The teacher's guide, a model of its kind, suggests a variety of related activities including creative writing, drama, art, craft and literature. Finally a quiz program offers 24 multiple-choice questions graded in ascending order of difficulty.

This absorbing material breathes new life into a familiar topic. It is an invigorating approach in an already rich in resources. Organization, control and the selection of material will need careful consideration.

The pack confirms the high standards of RESOURCE materials and it is good to know that, despite the demise of the Microelectronics Education Programme, this group will be continuing its important work. This unit is recommended for pupils with a reading age of 9-plus and is certainly appropriate in the lower years of the secondary school.

Gorman Stafford,
John Tuoy



bits

MATHS
"Trigonometry O Level" is the title of a new suite of programs from Audio-Visual Productions Ltd. They can be used, say the publishers, by students revising or by teachers introducing the subject to a class. They are available on disc for the BBC Micro from AVP Computing, Hockley Hill House, Chesham, Gwent NP6 5ER.

word or sentence. Teacher control is excellent, with a menu offering electronic blackboard, pre-selected combinations of pupils and games, and record-keeping. Teachers can fix the digraphs in use, the number of retries, speed, sound and even password access.

Word Builder Mark II includes many worthwhile revisions of the earlier **Word Builder** for five to nine-year-olds. There are two electronic blackboards for use with groups of children: the first builds up words on screen, while the second presents them as flashcards. **Wordshop** is a game for one to three players in which pupils split words into their phonic components and receive feedback on their success. There is a comprehensive teacher control menu.

Tens and Units (also available on cassette at £9 + VAT) uses animation and colour-coding to get across the idea of number base. A teaching sequence takes six to nine-year-olds through the basic concept, leading into three games that consolidate and extend their grasp. Overall, this group of six programs sets a high standard and reminds us how many valuable goals can be achieved by relatively low-technology means.

briefings

radio & tv

Open University

EDUCATION FOR ADULTS

(Sunday, 06.50 BBC2)

"Learning in Groups" concentrates on people who have gathered together to learn about coping with stress. The two leaders create a safe environment and encourage discussion, meditation and role playing.

ECOLOGY

(Sunday, 08.00 BBC1)

Why have the numbers of grey seals on the Isle of May increased so dramatically? Should man intervene to manage the seal population? This programme visits the Sea Mammal Research Unit at work in Scotland.

General interest and continuing education

THE GOOD BOOK

(Saturday, 22.30 R4)

A new 13-part documentary series in which Brian Redhead investigates the fact and fiction of the Bible. Here in "Flight from Mystery" he looks at the first steps of the Jewish scribes.

THE ARABS

(Sunday, 19.15 C4)

"The Making of the Arabs" is the first in a 10-part series about the Arab history and the Arab way of life. Here Basim Muslim travels from his home city of Beirut to Cairo by way of Kuwait and Morocco, searching for the source of Arab identity.

SPLIT SCREEN

(Monday, 19.30 BBC2)

This week's controversial subject is euthanasia. The two opposing films are written by Dr Colin Currie, a consultant geriatrician, and the Voluntary Euthanasia Society.

CARIBBEAN FOCUS

(Wednesday, 19.45 R4)

Edward Kamau Brathwaite, a major Caribbean poet, traces his own development from the influence of John Arlott on the World Service to the African culture of the people of Ghana.

A GOOD READ

(Thursday, 16.05 R4)

A new series in which Brian Gear invites two guests each week to discuss paperbacks which have appealed to them. This week Frances Donnelly, the broadcaster, and Tony Gould, books editor of "New Society", offer their choices.

WOMEN, THE WASTED RESOURCE

(Thursday, 19.40 R4)

Despite women's lib barely 2 per cent of company directors are women. Susan Marling and a panel of experts consider employment possibilities for women and pinpoint efforts made in some sectors to accommodate women employees.

ALL THE PRIME MINISTER'S MEN

(Thursday, 20.00 C4)

A short series looking at the past, present and future of cabinet government. "First Among Unequals" goes over the developments from the First World War to 1979 and features contributions from Lord Home, James Callaghan, Enoch Powell, Tony Benn and others.

CAN WE HELP?

(Friday, 12.00 R4)

The "You and Yours" team invites questions from an audience to a panel of experts on the subject of education.

MEDIA

Softly, softly

Hugh David previews an attempt by Children's ITV to open up the subject of child abuse



CHILDREN'S TELEVISION
Dramarama: A Couple of Charlies
ITV, Monday July 7, 4.45pm.

The independent companies' *Dramarama* series has always been one of the highspots of the early evening schedules, offering as it does about the only regular slot for one-off plays on children's television. Standards have always been extraordinarily high in all departments - one of the principal reasons why *Look At Me*, originally transmitted in *Dramarama* in 1985, was the winner of the Royal Television Society's Children's Programme Award this year.

Now comes a play which looks set to better even that. Central Television's *A Couple of Charlies*, to be transmitted next Monday, is one of the most notable children's programmes of recent months. A brave attempt to open up the subject of child abuse, it boasts superb performances from seven-year-old Tom Hescox as Charlie, the child, and Isabelle Aymes as his teacher.

Author Grazyna Monvid has obviously researched her subject - the play was produced with the full co-operation of the National Society for the Prevention of Cruelty to Children - for both the school and home scenes ring almost uncomfortably true.

Charlie is one of those pathetic little scraps familiar to every junior teacher, an outsider, the target of classroom

jokes and playground jostling. Unable to cope in either context, he is even more out of his depth at home. Dad has moved out and Charlie is perpetually cuffed by Mum (Pippa Guard, another good performance) and occasionally belted by her new man.

But Grazyna Monvid does more than evoke sympathy for his plight. Her play has a message - that there is no necessary spiral of child abuse, and that school can provide an escape route. It does for Charlie. After a couple of his classmates overhear his parents setting about him, they alert his teacher.

Her words for him, in a beautifully-played final scene, embody the message of the play. There are people who can help, she says; there are social workers. No adult has the right to beat a child. And there the play ends, the captions rolling over stills suggesting that those social workers did indeed do something to help Charlie.

There is no aggressive drum-beating, nor any explicit pictures of violence. Charlie suffers. Like *You and Me*, *A Couple of Charlies* succeeds because it concentrates on the human side of the story. Nonetheless, it will have a deep effect on its young audience. Even if they do not watch it themselves, teachers should at least know that there is also a final announcement suggesting that if children think they know of others who are the victims of abuse they should "tell their teacher or another grown-up".

Our furry friends

Pets in Particular
Channel 4 produced by HTV
Tuesdays 5.30pm.

Only the British could suffer *Pets in Particular*. It must be the programme on animals to have the least footage of our furry friends, preferring instead endless ramblings from the talking heads of resident experts vet James Allcock and relentlessly bright Lesley Judd. And then the tedious interviews with human beings: "And how did you find it looking after Mrs X's dog?" "Oh, it was fine, no bother at all really."

Following a magazine format with running features - your problems

answered, your pet's development and so on - one unstructured snippet gives way to the next. In the first programme we had a feature on vegetarian pet food, with the medical adviser to the Vegetarian Society and a dog owner who was a vegan agreeing that a daily 6p's worth of soya protein and fresh fruit and vegetables is all right for canines but cats' stomachs needed flesh.

Then the extensive interviews with the amiable folk in the Glasgow pet fostering scheme followed, with lots of people saying yes it was a wonderful scheme. Let us get too controversial (some of the owners whose pets need fostering have been in prison), we next turned to the work of a potter who

made clay portraits of people's pets to order. Still no footage of any animal to be seen.

The main focus of this programme was on the dog show at Crufts, and some hint of the monomaniac quality of this event was given by the splendid military types who run the Kennel Club. "The guardians of the pedigree world of dogs" are dedicated to "a guarantee of purity" as well as making sure dogs are "jolly super companions" (somewhat as an afterthought). I rather liked the lady who confided "the dogs are marvellous, some of the owners aren't always marvellous".

After the echoing ranks of the pedigree, there was only time for viewers' queries, a check on Cindy,

successful slimmer of the last series and still off the chocolate biscuits, and Tip of the Week (that training your dog gives it self-confidence). Oh yes, and there was this week's unusual pet - a quail.

Forthcoming programmes will include material on rabbits, bee keeping, choosing a kitten and old people's pets. I wonder if the producers will manage to cover all these without so much as a peep out of the beasts themselves. *Cave canem.*

A newspaper is available free by sending a stamped addressed envelope to *Pets in Particular*, PO Box 4000, London W3 6XJ.

Victoria Neumark



Face of the Sixties

David Housdon looks at the BBC's amble through the years 1964-71

The Rock 'n' Roll Years
BBC1, Mondays, 7.35pm.

Can you remember all or indeed any of the following: Goldie the eagle, Stokeley Carmichael, the TSR-2, Unit Four Plus Two?

If you can, it's likely that you are over the age of 30, for they were all phenomena of the mid-Sixties and, as the second series of *The Rock 'n' Roll Years* makes clear, in their own ways as characteristic of that rather tatty decade as Biba, Bob Dylan and the Beatles.

More focused than the previous series, the new batch of eight programmes takes a chronological amble through the years 1964-71. (A third series bringing the story up to 1980 is in preparation.) But, although

already in preparation, the music of the period provides the backbone, producer Ann Freer and her team of researchers seem to have decided to aim the programmes at those of us who were around at the time rather than a new generation of what Alan Freeman used to (and may still) call "pop-pickers".

They do not attempt to provide a history of the period; rather they act as a cue to memory. Short clips of news film and newspaper headlines recalling Goldie's flight to freedom or race riots in Atlanta are interspersed with archive footage of the likes of the Kinks, Lulu, Manfred Mann and Peter, Paul and Mary in performance. Nothing is dwelt on at any length. There is hardly time to say "I remember that!" before the pictures and the music change.

Unexpectedly, however, such an ostensibly lightweight series still manages to put the period into some kind of perspective. "Permissiveness" was the order of the day, of course: as the first two programmes record, P J Proby was having trouble with his trousers, and the Rolling Stones were fined for dropping their pants and peeing against a wall.

But there were other things going on too: real, true permissiveness never really spread much further than a kaffian's swing from Chelsea. Elsewhere, as the programmes record, the Greeks were fighting the Turks in Cyprus and there was an outbreak of typhoid in Aberdeen. Wearing a flow-

ery hat, Mrs Mary Whitehouse was launching her clean up TV campaign, while out in the streets a group of "swinging chicks" unexpectedly told a television interviewer that "girls with any decency would never wear a mini-skirt".

In many ways *The Rock 'n' Roll Years* demonstrates better than many a more serious documentary just how much things have changed in the last 20 years. Occasionally, however, it

proves that there are some things which never change. Next Monday's programme, covering the events of 1965, sketches the beginnings of the drug boom - and recalls how ex-Prime Minister Harold Macmillan's 22-year-old grandson Joshua was found dead from a heroin overdose in his rooms at Balliol College, Oxford. Truly, *plus ça change, plus c'est la même chose*.

4

Titles Available For Recording From Sunday 6 July 1986
Approximate Transmission Times

Sunday 6 July
8.15 People to People: Caught in a Web
Fee Code C

Monday 7 July
6.00 Up And Coming Fee Code B

Wednesday 9 July
8.00 Blood of the British - Repeat
Fee Code B

8.30 Diverse Reports Fee Code B

Saturday 12 July
6.00 Right to Reply Fee Code A

For more information contact:
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6 Royle Road,
Peterborough PE1 5YB
(0753) 514315

Late changes (0753) 312152

(0847)

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EXTRA

MUSIC

Who's asking what?

Marjorie Glynne-Jones poses some questions trainee teachers should be able to answer

This is the college-leaving time of year, the time when questions are asked - in examinations, at assessment boards, and in interviews. The questions are often about students or job applicants, or directed to them; they are asked by the persons who have trained them or who may be employing them; and their purpose is to evaluate and assess achievement and potential. Somewhere embedded in all the procedures are notions of relevance, coherence and quality. With these in mind, I would like to offer that third, key group of persons, the trainees, some questions to ask of themselves.

You could argue that all teacher trainees are in training for music. In their first year in post, all teachers work with pupils who are experiencing music in some way, and secondary teachers who have responsibility as form tutors are almost certainly going to find in their group some pupils for whom music is particularly important. Subsequent appointment to senior posts will mean engaging in decision-making which is bound in some way to affect music. So, charting the music territory must surely be an essential aspect of initial training.

All BED and PGCE leavers ought therefore to be able to answer "yes" to such questions as:

- Am I aware of developments in arts education?
- Do I have some idea of pupils' wishes and needs in music?
- Am I aware of what music educators are trying to achieve?
- Do I have some ideas of the implications for music of the educational ideas I have studied, and vice versa?
- Do I have some idea of the ways in which music provision is made by primary and secondary schools, and the youth service?
- Am I sufficiently aware of what is involved to begin to make sense of music reports written by specialists?

To provide for this does not require more than a very small investment of time, but it does require a commitment to helping students become "musicians". It might, for example, be achieved through a day's conference concerned with all curriculum areas, perhaps run jointly with the local authority.

Intending primary curriculum leaders need to ask these same questions of themselves, with some reframing and extending.

A defence of music history, Doh, may be a singing project in Somerset. Research into children's compositions. The music retail business. A report on Standard Grade music. On and on it goes. A new approach to harmony. Interdisciplinary courses in higher education. Instrumental teaching re-examined. Choral round-up.

The list looks long, and the trouble with long lists is that only a quantifying purpose, and hence "more time", may be assumed. While there are, of course, implications for the allocation of course hours, the concern here is for relevance, and for the quality and coherence of training experience. It is the ways in which aspects of music activity and teaching need to be explored and monitored in professional training.

Developing observational and recording skills in this area?

- Have I had opportunities to work with other students on the course in this role?
- Have I considered what the implications might be for the music curriculum of recent studies concerned with music abilities and development, and recent work in music education?
- Can I articulate the principles which I think should govern the planning of a whole music curriculum: class work, instrumental tuition, and performance occasions?
- Have I had help in drawing up statements about music in the curriculum which would help governors, parents and other staff?
- Have I some idea of the ways in which I would involve part-time instrumental teachers in the whole music curriculum and help them to take a whole school view?
- Have I an idea of the ways in which I would involve parents, develop primary-secondary liaison and create links with the local community?
- Have I sufficient knowledge and experience to incorporate music and musical ideas from a variety of cultural traditions into my teaching?
- Do I feel confident in using my singing voice, and in handling electronic keyboards, guitar, recorder, and percussion from different cultural traditions?
- Of course, most of these are also questions to which secondary specialist leavers need to be able to answer "yes", with extensions and additions as follows:
- Was I able to take improvising, continued



A recorder lesson at Virginia Primary School, Shoreditch, East London.

For example:

- Is my understanding of children's development in music as thorough as my understanding of other areas of development?
- Was I able to work with different groups on teaching practice?
- Was my work in composing, performing and listening activities observed and monitored during teaching practice?
- Have I had opportunities to observe, analyse and appraise video recordings of my own teaching and rehearsing?
- Have I had sufficient tutored practice in close observation of children's musical behaviour, in detailed recording of their developing concepts and skills, and in profiling their interests and achievements to feel confident at helping other teachers to begin to

develop observational and recording skills in this area?

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The list looks long, and the trouble with long lists is that only a quantifying purpose, and hence "more time", may be assumed. While there are, of course, implications for the allocation of course hours, the concern here is for relevance, and for the quality and coherence of training experience. It is the ways in which aspects of music activity and teaching need to be explored and monitored in professional training.

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Group 5
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HERTFORDSHIRE
BARFORD GREEN SCHOOL
Barford Green, Stevenage, Herts. SG2 4BT
Head: Mr. C.T. Franklin
Group 5
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HERTFORDSHIRE
WELLFIELD JUNIOR SCHOOL
Wellfield, Stevenage, Herts. SG2 4BT
Head: Mr. C.T. Franklin
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LAWN CP SCHOOL
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Who's asking what?

continued

composing and performing activities
with all age groups on teaching prac-
tice?

* Was this work observed and tutored
by appropriate school and college
staff?

* Have I had tutored experience of
planning and handling activities in
mixed-ability classes in ways which
genuinely give equal musical opportu-
nities?

* Have I some idea of how I will begin
to cater for individual development in
all music activities, offering both en-
couragement and challenges?

* Can I articulate the criteria I would
use in evaluating and assessing work in
music?

* Have I had tutored practice in writ-
ing pupil profiles in music?

* Have I had opportunities to visit,
observe and participate in youth activi-
ties?

* Do I have a clear idea of what might
be involved in contact with parents,
and liaison activities with feeder pri-
mary schools, youth activities, and com-
munity groups?

* Have I had an opportunity to
appraise and discuss GCSE, profiling,
modular curricula, CPVE and other
16-19 developments, and issues of race
and gender in relation to music?

* Do I feel confident in handling
electric and electronic instruments,
computers and studio equipment?

* Do I have some knowledge of music
education associations, journals, and
resource centres, and some idea of
career possibilities?

These are some of the questions
which can identify the range of
thresholds of experience, confidence,
competence, and information which
properly support young teachers' pro-
fessional beginnings and continued
development. That they are about
thresholds and beginnings perhaps
needs emphasizing. Implicit in their
formulation is a further threshold
without which there can be no music
education of real worth: a threshold of
sensitivity.

* Have I been helped to become aware
of the sound of me and the look of me,
when I am speaking and making
sound?

* Have my experiences on the course
helped me to listen to sounds and
different kinds of music from the
pupils' point of view?

* Do I really listen to, and value,
pupils' musical utterances and what
they say?

Marjorie Glynn Jones is music inspec-
tor for the LEA.

The views expressed here are those of
the author and not necessarily those of
the Inner London Education Authority.



Progress check

Sara Farley reviews two
aids to music practice

Music students who find it difficult to
organize their practice between les-
sons may be encouraged by keeping a
personal diary which monitors their
progress and provides a systematic
checklist for each practice session.

The Music Practice Diary, designed
by Maurice Walsh, head of music at
The Downs School, Culwadi, Wrexham,
is intended to help pupils keep track of
what they are - or are not - doing
during a term's work. The idea is that,
once the teacher has planned the
week's work with the student, he or
she then notes in the diary what scales,

We know, or we certainly
should be aware, that in
the secondary school class-
room music is moving
away from the rote-taking and rote-
learning that has been defined as
knowledge about music rather than
knowledge of music. We recognize
that the latter is the experience inter-
nalized; in other words by directly
participating in music through Per-
formance, Composition and Audition
(to use Keith Swanwick's terminology)
pupils can gain insights that will enable
the possibility of aesthetic response to
occur.

Knowledge about music is more
peripheral, involving aspects such as
theory studies and musical history.
These once proved the staple diet of
many school music lessons. However,
the advent of the GCSE with its
emphasis on practical music-making
will go a long way towards relegating
musical history from its position of
eminence to a less central role. It might
even be felt that the new examination,
by playing down the role of set works
or even set composers, is a licence for
the study of musical history to almost
completely disappear.

However, any meaningful music
programme will still have to include an
awareness of the music of the past, and
the role played by key figures in its
development. We also have to consid-
er students whose musicianship is
combined with the ability and curiosity
needed to pursue music at a more
advanced level. We would be doing
them a gross disservice if we did not
provide them with the necessary stim-
ulation. We should also be creating
unnecessary problems for teaching
future A level candidates if we did not
show them how to take at least a few
steps down the historical path.

We do not have to throw out the
baby with the bathwater. What we now
have is the flexibility to choose those
figures we regard as having made
major contributions, in relation to our
own interests and experience as
teachers and, one hopes, in relation to
clearly defined musical concepts. We
will no longer be restricted, for exam-
ple, to a syllabus that demands we
should study the lives and set works of
Bach, Haydn and Debussy, which
means we can ignore all musical styles
and ideas that have emerged since
1818.

So our pupils will need to be guided
in how to approach the task of basic
research in musical history - a task in
which they will need a considerable
amount of help. To successfully use
reference material, to pick out the
more meaningful elements in a biog-
raphy, and above all to be able to relate a
composer's life to the music he wrote,
are problems we should not dismiss
lightly. So often confusions and mis-
understandings abound. Biographies
of musicians (when not actually part of
a complete book on the subject) tend
to be either on the simplistic, naïve
"Papa Haydn" level, or they are so full
of information that our pupils not
unreasonably throw up their hands in
horror. Dictionary-type biographies,
that simply recount the facts about a
composer's life and list his main works
at the end, are of little use, since they
afford no opportunity for insight into
the music, and even at this level we
must make some allowance for aesthet-
ic possibilities to occur.

So we set as homework for our
fourth-year examination group the
assignment "Write an essay about the
life and music of J. S. Bach". What do
we get in return? We receive what we
deserve - chunks taken from an encyclo-
paedia or music dictionary, often
copied out verbatim (except when
words have obviously been missed out
by mistake in the rush to get the task
finished). When we stipulate that
pupils must not merely copy, but are to
write up material in their own words,

arpeggios, technical exercises, sight-
reading, and pieces are required. The
student then ticks off each part of the
practice as it is completed.

By using the diary, Maurice Walsh
hopes pupils will become more aware
of how they are progressing on a broad
front, especially with regard to exam
requirements. Its clear format is easy
to interpret and there is also a weekly
progress graph (ranging from "not
enough practice" to "excellent") and a
spread for holiday work. Parents
are offered a look at the diary should be
able to detect the improvement or
otherwise in their child's music prac-
tice.

The diary costs 35p (with discount
for large orders) and can, at extra cost,



W A Mozart (above) and J S Bach (right).
Knowledge about composers used to be
central to class music.



Don't throw out the baby

Music history can be stimulating,
says Jeremy Neville

one problem is that many simply do
not understand much of the technical
jargon that we take for granted. This
often causes them to dismiss the whole
exercise as utterly boring, and in many
cases they give up altogether.

Another problem with musical biog-
raphies is their length. Some sources
are ridiculously short. On the other
hand, if an enterprising student took
the New Grove down from the shelf he
or she would be overwhelmed by the
number of pages (55) devoted to J. S.
Bach. A zealous student might begin
with considerable detail about Bach's
childhood (about which we still do not
know all that much) but later, more
significant and well-documented
events are at best glossed over.
Mozart's life as a young prodigy is
immediately appealing to most pupils
and they enjoy reading about his early
years, but inevitably find the later
episodes - rather hard-going
("Amadeus" notwithstanding). So we
are presented with page after page
about his acquisition of snuff-boxes,
(with illustrations) but we will be lucky
if we even get a list of some of the
marvellous works he wrote in his last
years in Vienna (although the "man in
black" and the paupers' grave are
usually mentioned). We owe it to
ourselves to set work that will not bore
us to tears when we mark it.

More important, we owe it to our
pupils to give them tasks that are
meaningful and will hopefully provide
some stimulation. One way of hand-
ling this is to prepare questions or
statements that can be verified by
simple research. We should select key
points that anyone who has studied the
life and music of Bach would be
expected to know; for example, that he
learned a great deal about the craft of
composition from copying and trans-
cribing music by Vivaldi, or that he was
a virtuoso organist. There are also key
words associated with music, which
would obviously include "cantata" and
"counterpoint".

I suggest we start by giving each
pupil a sheet consisting of (say) 20
carefully prepared questions about the
life and music of Bach, in the form of
statements with a choice of reasonable
alternative answers. One example
might be: Bach was a virtuoso (great
performer) on the plume organ (delete
the incorrect answer). They will need to
look up the information; simply guess-
ing is, of course, frowned upon! If

he supplied with the name of an
establishment on the cover.

By contrast, Reading and Writing for
Violinists is intended to be used at a
weekly private or group music lesson.
This slim workbook, designed by two
Canadians, Una Derwood and Anita
Richman, aims to help young violin
students learning to read music.

While the pupils are busy complet-
ing such exercises as tracing various
components on to line drawings of a
violin, identifying notes and their
places, and recognizing musical signs,
their teacher watches to see where the
student hesitates or lacks understand-
ing. By being able to iron out any
problems there and then, it is hoped

they cannot find the answers in the
source of reference we might suggest
that it is deficient, and will recommend
alternatives that will supply the neces-
sary information.

While they are looking up the refer-
ences pupils are bound to come across
points that will stir the imagination.
Even the consideration of how many
children Bach fathered is very stimu-
lating! When the basic research has
been completed the information can
be discussed and points can be ex-
panded upon. It should not be too hard
to construct a question sheet which
itself can lead without too much diffi-
culty to further exploration. Why did
Bach spend so much time copying
music by Vivaldi? Why did the Leipzig
authorities prefer Telemann (or even
Graupner) as a candidate to Bach for
the post at St Thomas? Why is so
much of Bach's music lost? The
answers to these and other questions
will flesh out a follow-up session.
Similarly one would wish to consider
what counterpoint is, and examine
music that exemplifies this type of
writing.

Finally, the additional notes and
discussion can be expanded into a
more meaningful piece of work. Here
would advocate a fairly rigid structure
in terms of clearly defined paragraphs:
for example, the expansion of our
delvings into the life and music of Bach
could lead to something along these
lines:

1 Bach's musical education. How did
this affect the music he wrote?
2 Bach's various appointments. How
did they affect the music he wrote?
3 Bach's own instrumental prefer-
ences. Why his contributions to the
repertoire for organ, clavier and viola
(for example) are so highly regarded?
4 The stylistic features that make
Bach's music interesting.

Notice here how we are now able to
begin the process of turning knowl-
edge about music into knowledge of
music. The bare facts are made to
come to life in a manner that is far
removed from the pedantry we have
come to associate with this type of
work. Above all we are encouraging
pupils to relate everything to the
sounds themselves, and this is a benefit
to be welcomed.

Jeremy Neville teaches at John Ode
County Secondary School, Wandsworth,
Buck

that the pupil will be quicker to
learning to read music than if the
workbook was set as practice work.

Reading and Writing for Violinists is
suitable for students in their first year
if they are being instructed in the
traditional or Rolland methods or for
students in their third year if they
began lessons by the rote method
(Suzuki) when they were very young.

Music Practice Diary available from
Maurice Walsh, 3 Cornhill, Colwyn
Bay, Merseyside, WA1 3EX.
Reading and Writing for Violinists by
Una Derwood and Anita Richman, avail-
able, price £1.95, from Kensington Music
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EXTRA

Doh, ray, me ...

Owen Surridge reports on a new project to revitalize singing lessons in Somerset

Singing lessons are alive and well and lifting in Somerset. That enjoyment is the key to this is spelt out in the new "Growing Up with Music" course devised by Michael Stocks, Somerset's Inspector of Music. He makes the point in the opening sentence of the accompanying teacher's handbook and it is evident throughout the course. It is now being tried out in the county's primary schools but it will not stop there. In an important break with tradition it will cross the boundary into secondary schools, giving a continuity to Somerset's music education which will carry right through the years of compulsory education.

The aim of the course is to develop the internal "ear" for music from an early age, building both the confidence and the ability to use it from the first school years. Through unaccompanied singing games the children learn pulse, rhythm and pitch. Using tonic sol-fa linked with movements and hand signals they learn how to hit notes, how to link them into phrases of their own devising, how to write them down and how to sing from traditional notation. Once the course is established children should be able to sight-read by the time they pass through the lower junior division of primary schools.

"We are not trying to produce aural gymnasts," Michael Stocks told me, "but to give the children with skill enough to approach music from the inside. They will then know because they have done it." For those who subsequently move to choral singing or instrumental music, something it is intended they will have the opportunity to do in school, the transition should be as smooth and as natural as the literary progression from the simple tales of children to the more complex reading of adults.

This is not the first attempt to revive the school singing lesson by use of tonic sol-fa but it is the first in this country to set about the job in a logical sequence thought through from one end of the curriculum to the other.

"Growing Up with Music" owes its origins to an observation made by Michael Stocks during his early years as a music teacher. "Class music teaching was not reaching the level of other subjects in the curriculum," he said. "Yet extra-curricular music was often very good." Clearly something was wrong but questions to colleagues only brought the reply: "You tell me!"

Eventually the answer was provided, in part, by the Hungarian, Zoltán Kodály. "At first I rejected his method as too Hungarian for use in Britain," said Michael Stocks. It got him thinking, however, and led, through the years of promotion and experiment, to the pilot course he has launched in Somerset with the aid of Andrew Maddocks, the area music tutor.

An early difficulty was to find appropriate songs. An extensive search revealed only a limited range so



Pupils from St John's School, Wellington, Somerset tapping out note values with their Sara Bright

Michael Stocks is now seeking composers who can write to a tight brief for children at specific ages. "Writing music for singing is a very different business from writing instrumental music," he explained. "The trouble is that most children now read only for playing an instrument which, with its fixed pitch, makes more limited demands. The whole vocal area is being missed." Teachers are not alone in this, evidently. "The HMI attitude towards singing is very unfortunate," he said tactfully. "They misunderstand what singing is for."

He explained: "There are two traditions in music: the unwritten and spontaneous folk tradition, passed from master to pupil, and the other written music, the classical. They make very different demands. The former relies on aural messages and copying. It does not feature strongly in music education because most teachers were brought up in the classical tradition."

Michael Stocks does not take sides in this but he is firmly convinced that real music education must embrace both if children are to develop their own musicality to the full. He believes music taught merely as something to be experienced, rather than as a mode of expression capable of learning and progression, cannot justify its place in the curriculum; that children who acquire skill and understanding in music grow into very different people from those they would have been if denied the opportunity.

He does not intend the young people of Somerset to miss that opportunity. His plans for them are painstakingly thorough and include the teachers. The course has been running for just two years at the earliest primary levels but already nearly 400 primary school teachers have undergone training. More than half the primary schools in the county are affected; a fifth are

actively engaged in the project, each them strategically placed to act as a nucleus for development in surrounding schools.

The change in the quality of singing has not escaped the attention of music teachers in secondary schools. Some of them, realizing the pressure children with unusually advanced skills will bring with them, are asking to be included on training courses. Interestingly, those teachers coming forward most readily for training are often those without formal music training. Those from the traditional academy mould seem to hesitate before accepting the challenge of adaptation.

For those who embark upon this adventure the course is clearly set so that teachers travel alongside the pupils. "Growing Up with Music," Michael Stocks points out, is not a method. Rather it is a map with indications of direction, of paths leading to discoveries, understanding, the growth of confidence and ability for both teachers and pupils. The responsibility for success, it is clear, is with the teacher, who must start from where the children are, not where he might be supposed they ought to be. The aim, it is made abundantly clear, is to enhance the enjoyment and the acquisition of the skill to enhance the enjoyment.

For Michael Stocks and Andrew Maddocks there are hurdles ahead. Money is one of them. Already, despite a substantial gift from the Gubbenkian Foundation, they need more to be able to print enough copies of courses to meet current demand. That demand must grow, as will others, more people come to understand what they are about. They will have to be faster and faster. If they have the stamina to complete the job the next generation of schoolchildren can look forward to a more melodious future. With reasonable luck singing will come out of the bathroom.

Light is right

Adventures in Music. By Roy Bennett Book 1 £2.25 0 582 24387 4 Book 2 £2.25 0 582 24388 2 Longman

Whatever music textbooks are languishing in your stock cupboard it is a safe bet that Roy Bennett's are not among them. *Enjoying Music* must be in active use in nearly every secondary school in the country, and with his latest series the author makes a bid for the primaries.

At first glance there appear to be few changes to the Roy Bennett formula. By contrast with the four-colour cover, which for all its brightness has a certain comic strip appeal that will attract younger children, the inside of the books are a little disappointing. The mixture of black and white photographs and line drawings is as before, although there is more use of imaginative illustrations than in the earlier books. Economic constraints are obviously at work, but a larger typeface and more open design would have

been a concession to younger readers. There is however some thoughtful juxtaposition of text and pictures, for example the photograph of a medieval trumpet next to a drawing of a modern one.

The choice of music is fairly predictable (*Carnival of the Animals*, *William Tell*, but fortunately no *Peter and the Wolf*). The inclusion of light music (*The Dambusters March*, *Tubby the Tuba*, *Sleigh Ride*) is an original touch that will be welcomed by many teachers; the publishers were no doubt prevented from including a more daring selection of music by what they here select to record on cassette. The trouble is that in publications which have a potentially wide influence it is not always good enough to give teachers only what they expect.

Each of the ten works in each book is covered by a short description of the music (the story, in most cases), a note about the composer and instruments, and musical themes which will be difficult for children to follow unless

they are already proficient on an instrument. The follow-up suggestions are usually appropriate to the age group, and are well thought out with "points to listen for" focusing children's attention on the music, and activities such as adding a rhythm accompaniment to the music, retelling the story and drawing pictures. The inclusion of crossword puzzles does not seem useful, especially as many of the clues will defeat the poorer readers in the class. Instead, more practical activities might have been included.

Longman are to be congratulated on having taken the trouble to compile the cassettes to accompany the books. Teachers will find the collection of material on these invaluable. Used judiciously with books and recordings together, *Adventures in Music* will add a dimension to class music that a non-specialist should be able to manipulate with confidence.

Philippa Davidson

EXTRA

Modes and spirals

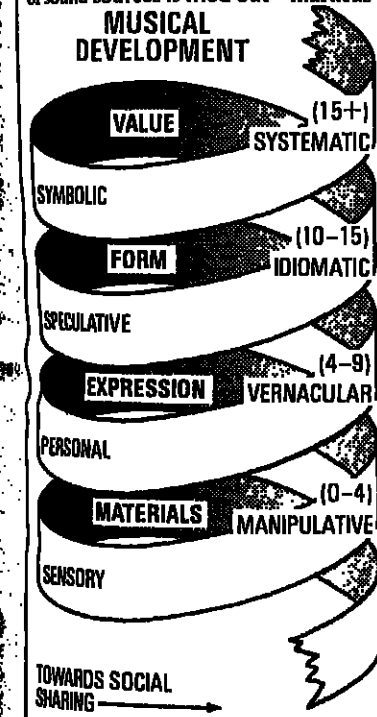
Keith Swanwick and June Tillman report on research into the development of children's compositions

Do children's compositions show a development? Or is the only pattern for creative work a "space" project today and a "spring morning" tomorrow? Where does creative work "lead" to, if anywhere?

It was to an analysis of what musical development might be that the writers have applied themselves during the last four years. Over 40 children in London were chosen and "compositions" (many of them brief improvisations) were collected from them at termly intervals. The main age range was from three to 11, but with some compositions from older children. Both in the work of individual children and in the compositions as a whole, patterns seemed to emerge.

At first it was difficult to find a framework that expressed the nature of this development but in a synthesis of the observational work of one of the writers some clarity emerged. A model identifying discrete stages proved inadequate as it implied that preceding modes of operating were left behind when a new stage was reached. A spiral appeared to be the most helpful way of describing the development.

Our children of around three appear to be taken up largely with the quality of the sound of the instrument - the *Sensory Mode*. They are concerned with the impressiveness of sound itself. A tuba (small shaker) is gently shaken, a beater rattled on a triangle. A variety of sound sources is tried out - maracas



are knocked together as well as shaken, the wood of the drum is hit. The compositions have the character of unpredictable sound explorations. At this level, however, these elements are fairly unorganized. The variations of tone colour have little or no structural or expressive significance and the pulse is unsteady. The delight in sound, however, remains at other levels. A child of 11, for example, will still experiment with unusual timbres like scratching the surface of a drum, using a fist or fingers, though now these elements are part of a formal design.

At around four or five the children show an increasing ability to manipulate sounds - the *Manipulative Mode*. There is increasing technical mastery and the compositions are often long as they delight in a newly-found skill. Long passages of steady pulse notes are common. Pieces on pitched instruments are created by the mechanical alteration of the sticks so that trills and tremolos are developed. Scales are explored and the physical structure of the instruments themselves often dictates the shape of the composition. At later levels too, mechanical devices are exploited but with expressive and structural intent.

The quality of intense personal expression seems to appear first in the *Personal Mode*. A song about the sun shining, for example, takes up the word "shine" and builds it up with repetition, wide leaps and an increase in speed until the child herself is taken over by a sense of shining. In instrumental pieces it is seen in an interest in changes of speed and dynamic to create climaxes. Patterns on a piano may have an unsteady pulse but a really reflective "feel" to them. There is little structural concern in the pieces here and the gestures appear spontaneous and disorganized.

the vernacular. By the age of ten we should be looking at contrasts and repetitions with a concern for musical form that hardens in the secondary school into the acquisition of established musical idioms. All of this has implications for the supply of equipment and facilities at each level.

A further implication is in the area of individual development; for although we teach classes and may choose to organize composition activities on a group basis, we develop as individuals. If we are aware of the likely stage of development we are more likely to ask the right questions; for example, to suggest the possibility of surprise to a child who has grasped

Around seven there is a marked shift from the more personal idiosyncratic pieces to more shared musical conventions - the *Vernacular Mode*. Compositions become shorter and repeated melodic and rhythmic patterns begin to appear. Expressiveness is embedded in established structures and clichés. This is most marked in the emergence of metre and of two, four and eight-bar phrases. Answering phrases are in evidence. Sequential patterns are explored. There are attempts to base group compositions on an ostinato structure rather than the combining of tone colours in the random way found among the early age-groups.

We noticed that the teacher may encourage children to experiment in an avant-garde style, although left to themselves, children tend to gravitate towards other musical conventions. The concern both in the Personal and the Vernacular Modes is with the expressive character of music - the Personal in a more idiosyncratic way, the Vernacular in more shared ways. With the Vernacular the children seem to have entered the first phase of conventional music-making and the work appears more predictable. The shift is sometimes viewed as regressive, but this entry into the world of the musical commonplace seems necessary in order for children to share experiences and develop further.

Indeed, it is vital to the next stage - the *Speculative Mode* in which the deliberate repetition of patterns makes way for imaginative deviation. Surprises are generated and at first appear to shake the grip of pulse and phrase. As children grow more secure in the handling of form, deviations are integrated into the vernacular style. A gatto drum piece, for example, shows a little rhythmic fragment repeated in answering phrases of different pitches but has a closing phrase involving syncopation - a clear ending, "punchline" that inks us by surprise. The Speculative is well established in the work of our 11-year-olds.

We have collected fewer compositions of children older than 11, but in them there appears to be a shift from the more idiosyncratic experimentation with surprises to a desire to conform to accepted norms - the *Idiomatic Mode*. As with the Vernacular, musical conventions are more strictly defined and asserted with confidence. Often the chosen idiom is from the world of rock or pop but other styles are also in evidence. Often there is an emerging interest in harmony.

In many pieces, however, the Speculative Mode is still alive but now in the context of a particular idiom, for example, jazz piano improvisations and chord sequences with surprises. In both the Speculative and the Idiomatic there is a concern for structure in music. Musical expressiveness is now encompassed in an interest in musical forms.

We have suggested two further swings of the spiral concerned with the value of music. In the *Symbolic Mode* there is a growing sense of music's affective power and a tendency to become articulate about this experience. Musical values are more idiosyncratic than in the Idiomatic Mode and musical commitment is felt as unique. In the *Systematic Mode* compositions may be based on general principles of newly organized groups of musical materials. We think of serialism or the whole tone scale as examples.

It must be pointed out that the ages given are only approximate and relate to the children we studied. The availability of musical experience affects the speed of movement through the modes. Older children with limited experience may still be in the Sensory Mode but may be encouraged to move more swiftly into the other levels. This being the case, the spiral may have implications for the teaching and even assessing of compositions in the GCSE examination.

It certainly has implications for general curriculum planning. A concern for exploration of materials would characterize work in the early years. The primary school would be concerned with expression, at first personal, which could well be linked with the other arts; it could then move towards the established musical conventions of

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EXTRA

A rail link between Edinburgh and the concrete sprawl of Livingston New Town has just opened. Livingston sees few people arrive and fewer depart. Deans Community High School, open for 355 days in the year, is more than an educational establishment for the town's young people, 75 per cent of whom have little hope of getting a job when they leave. Under these circumstances it is perhaps not surprising that much of the school's curriculum has been planned with employment prospects and enforced leisure in mind.

Deans Disco Management course started seven years ago, a module in the pilot scheme for current initiatives at Standard Grade and 16-plus. "It was ahead of its time," says head of music Tom Robertson. "... a leap in the dark." Graham Whitelaw, the new number two in the department, was given the job of devising the course because he had two brothers who were involved with discos. "My first reaction was 'Discos in class? Are you kidding?'" he recalls.

At that time there was still plenty of prejudice surrounding pop in the classroom, as well as the unspoken feeling in the musical world that the person who is at home behind the control desk of a recording studio isn't as good a musician as the person who plays an instrument. "But there are lots of kids who love music but who don't actually want to play anything," argues Graham Whitelaw, defending the "non-playing" musician.

Headmaster Stuart Wilson is wholeheartedly behind the course. "We have to face the fact that half of what we teach children in school is irrelevant to them. So why not start from their own interests and give them a useful practical skill at the same time?"

Running a disco helps pupils increase their self confidence and develop social skills such as the ability to handle a group of people and speak fluently in front of an audience. And the musical value of the experience should not be underestimated either, says Graham Whitelaw. "Of course, if

Disco knights

Philippa Davidson reports on a project for the 'non playing' musician



Fifth-year disco-jockeys at Deans Community School, Livingston

you leave teenagers alone they will put on the top 30, but I make sure they become familiar with a wide repertoire from the sixties to heavy metal. It's difficult to imagine the punk specialist being turned on by the Gay Gordons but you'd be surprised."

It is not the intention to turn pupils into DJs. However, employment (or rather part-time employment) as a disco-jockey or in the music business is a possible spin off. Before pupils are allowed to run a disco they have to

learn how to set up and dismantle the equipment, how sound is produced and the component parts of the console. There are talks and practical demonstrations by qualified technicians (the safety aspect is particularly important), discussions on how the money from a pop record is apportioned, how the charts are compiled, and so on.

The preparatory work is just as important as the end product which comes about eight weeks into the

course. As confidence increases pupils can be found running discos in dance halls, at weddings or in the local primary school, as well as working behind the scenes at the check-in or as cloakroom attendants.

The course is run for fourth and fifth year pupils for two hours a week and there is always a waiting list. The group of fifth years I spoke to confirmed that it had been even more fun than they had expected.

Selecting the right music for a particular audience is the best part. At the lunchtime disco (broadcast over the school radio network) "You have to put on the top ten because that's what the kids want". It can be tough when your friends demand their favourites and you have to be firm and stick to the schedule. "The worst thing is making a fool of yourself in front of your mates ... dropping in on the wrong track, choosing the wrong speed, muddling an announcement." The least popular job is putting away the equipment ... in four minutes flat.

Discipline has to be very strict because of the expensive equipment and the trust invested in pupils. Each member of the group carries a yellow card which can be endorsed for offences such as losing a record from the school's collection of 1,500 (the resale value of an old Cliff Richard single is high on the black market), or swearing in public.

There is a tradition of pop and broadcasting at Deans. The school has its own pop group and pupils are involved in all aspects of producing records from designing the sleeves to promotion. Profits from the discos (£1.50 is charged for entry) are ploughed back into the school pop business. The equipment is also used by members of the community after school. A disco console costs £300-£400 but it is possible to improvise with two record decks and a flashing torch bulb. There is no need for a radio network - the school Tannoy system will do instead.

The London borough of Croydon is the first L.E.A. south of the border to take up the Deans model. Music adviser Mike Thomas is organizing a

TRIST (TVEI) inservice training course starting in September. Deans management will be one module of a three stage course on the popularity of the other elements will be recording and performing.

Five schools will take part and will be given £300 from the Deans towards the purchase of equipment. At least one of the schools will be running the disco course with a fourth year GCSE class. "We think it might be in with project work" said the head of music. "But if it doesn't we'll run it anyway. It's sure to have plenty of takers."

Graham Whitelaw and Tom Robertson are delighted that the disco course seems to be on its way to official recognition. It has always been received by the Scottish HMI. Local adviser Tom Macmillan sees it as a way forward for the non-playing musician - musically articulate but not necessarily literate. "Jim Pate (Jordanhill College) who first brought the course to teachers' notice in the early 1980s commends its value as training in personal and communication skills."

Yet although there is no doubt the disco management - or a related type of course - has a future in our curricular initiatives at 16-plus, the TRIST - it seems unlikely that it will be accepted as part of the new Standard Grade examination in music. So far has been rejected on the grounds that its content is insufficiently musical.

The reluctance with which the musical establishment seems to be embracing it is evidence that traditional values about what really constitutes a musical education may in the end drive an idea that started off as a revolution in the music room into the infinitely more acceptable realm of technical and vocational education.

Curriculum for teachers wishing to set up a disco management course can be obtained from Graham Whitelaw, 11 Luthy Crescent, Stirling, Scotland G8 3LW (including postage). A video of Deans course will shortly be available from Mary House College of Education, Edinburgh.

First draft

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With the advent of the GCSE, some kind of comprehensive overview of music history that does not begin at 1550 and does not confine itself, despite its splendour, to the Western high art tradition, could provide a valuable foundation for most of the new curricula; and if it could be presented with illustrations both musical and pictorial, so much the better.

At first glance, this EAV *History of Music* would seem to fit the bill. A spoken commentary, along with musical examples, is issued on eight tapes (fitted out to four in the UK), and each is accompanied by a colour filmstrip consisting of about 80-100 numbered frames, every frame corresponding to the numbered paragraphs in the printed version of the commentary. Bleeps on the audio tapes signal each move to the next frame on the strip, so that tape and filmstrip can be run simultaneously.

The closer the scrutiny, however, the less this product actually meets standards basic to even the most rudimentary of surveys. To begin with, we are told as early as the preface to the printed *Program Notes* that despite its title, this survey is "an introduction to Western music tradition, presented within an overall context of world music"; so non-Western traditions and functions of music, although emphasized on the first tape, are only briefly summarized, and they are subsequently acknowledged only in so far as they have influenced Western music.

The fact that the "Origins of Music" (ie, the non-Western traditions) and "Medieval and Renaissance Music" together occupy almost exactly the same time as Early and Late Romanism - two tapes and about 45 minutes - gives an accurate idea of the survey's priorities. And while it is natural and proper that a history prepared in the United States should give emphasis to 20th-century American composers, no overview "into the 1980s" can be comprehensive that omits any mention whatever of at least Messiaen, Stockhausen, Boulez and a very few composers whose energies have been more particularly associated with their native countries, say Lutoslawski and Tippett.

The intended audience would appear to be the 12 to 14-year-old, to judge by the warm, persuasive frankness of tone adopted by the speakers - reminiscent of nothing so much as a teenage cassette commercial, with the result that one constantly expects each new paragraph to begin with the words, "Tests have shown ...". But such engaging friendliness is not likely to lose a young listener's attention, nor will (s/he be put off by tedious recitations of meaningless dates, whose

omission is so frequent as to appear intentional.

I fear that so many gaps will, however, often cause confusion as to exactly what happened when and to whom, and the compilers themselves do not always escape: between part 2, paragraph 71 and paragraph 85, we encounter Monteverdi (no date), the Protestant and Catholic Reformations during the first half of the 15th (sic) century, Luther, the first American settlers, Palestrina, and the emergence of instrumental styles around 1550 (all in that order).

Too many other errors that should never survive in modern histories flourish on these tapes. If Mozart's music "remained strangely untouched by the harsh realities of his life", then I am baffled as to the origins of the K421 Quartet and the K516 Quintet. The group of Florentine intellectuals did not plan their revival of Greek drama in the early 1600s, nor does *verismo* mean "truth". I am also intrigued at the thought of Beethoven "groping with cosmic ideas", and to describe, Danubius and the *Syrinx* as a group of young artists "symbolically gathered beneath a bust of Beethoven" is to adopt the easy carelessness of the travelogue rather than the precision of the historian.

All the music is identified (except the most elusive - that on the first "Origins and Overview" tape), but the illustrations unfortunately are not. This is a pity, as we are clearly invited to establish, or even to assume, a link between commentary, music and picture. Often the link is logical; but teacher attention is led to work out that when part 2, paragraph 53, for example, relates how "private individuals began supporting artists and musicians", the illustration is of Lorenzo de' Medici *Il Magnifico*.

More importantly, we need to be able to identify the far too numerous occasions when the illustrations patently reinforce neither commentary nor music. When part 2, paragraph 52 speaks of the Esterházy estate in Haydn's time, we should be told that the illustration is an evening with Frederick the Great at Sans Souci; when part 6, paragraph 7 draws attention to the "sensuality, grandeur, and power" of Wagner's music, we are for some curious reason shown a temple of opera seria instead - the Margravial Theatre at Bayreuth.

Most serious of all, however, is the treatment of music itself. Despite, or because of, the fact that a vast anthology is presented, nearly every note that we hear is either an extract compressed between pieces of commentary, or background to the commentary. The very purpose of the survey - music - is as everywhere relegated to background material, and across more than three hours of tapes, we do not hear a single piece of music in its entirety.

If it can get its facts right, be more comprehensive in its treatment of the 20th-century and non-Western music, use illustrations discriminately, and present a third pamphlet containing further reading, sources, bibliography and discography, a history such as this could be a valuable, comprehensive (and not too expensive) nucleus. But so much remains to be done that this present offering can be considered only a first draft.

Robert Meikle

Robert Meikle is Director of the Music Department at Lelceter University.

On form

Shapes and Structures in Music, By Michael Callaghan and Graham Williams.
Oxford University Press £3.95. 0 19 321057 6.
Cassette and Answer Sheet £6.95. 0 19 321958 4.

Oxford Music Examination Workbooks have so far proved to be a very welcome series and this latest addition to the range is no exception.

As the authors point out in their brief introduction "knowledge of the structures of musical composition has long enhanced our appreciation of ... music", both as performers and listeners. However, textbooks on form have usually made very dull reading for the majority of pupils. It was with great pleasure therefore, when I opened my review copy of this volume to see a beautifully printed and attractive book with many pages printed in full.

Although designed originally for O level and CSE candidates the workbook is obviously very suitable for the

new GCSE and lays the foundations for profitable work in the sixth form. Ten basic forms are discussed in detail. Each (with the exception of the Suite) has two musical illustrations. The first serves as an example which must be understood before the second, with its accompanying questions, is attempted. The questions are divided into two types. The first needs short, concise answers, while the second covers both exercise and analysis, and may involve knowledge covering a much wider area than musical structure. This is excellent as it will make pupils research further than the actual exercise. All the examples, (many quite lengthy) have been chosen for their aptness and performativity.

The accompanying cassette includes complete recordings of all the pieces used in the workbook. The performances are satisfactory, but I would grumble about the lack of a continuo instrument in the Concerti Grossi supplied in the workbook. However, this does not really detract from a book which should prove to be a welcome addition to any classroom.

Tom Wanless

EXTRA

Ear tests

Listening In. By William Salamam.

Cramer Music. 1 £1.95 L11; Teacher's Book £2.95 L12; Pupil's Book £2.50 L14; Teacher's Book £3.95 L15; Pupil's Book £2.95 L17; Teacher's Book £3.45 L18.
Cassettes per book £4.95.

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Each pack £5.95

Intended for use with entire classes at secondary (GCSE) level, the three volumes of *Listening In* contain between them some 33 pieces ranging in style from "The Sailor's Hornpipe" to a Tippett Invention, and from a Handel Overture to Debussy's "Syrinx". The course is progressive and each musical example is accompanied in the Pupil's Books by a set of questions. Answers to these, together with suggested teaching points, are included in the Teacher's Books. Cassette recordings of the examples are usefully provided.

That there is a need for a structured listening course is undeniable. And teachers will welcome the varied and stimulating choice of material presented here. However, I am in some doubt as to the practicality of some aspects of the course, for example, the claim that it is suitable for students with "little or no music reading ability".

By Book 1 Lesson 6, students are expected to cope with two staves, a contrapuntal texture, lies and extreme chromaticism. Lesson 14 in the same book consists of a quartet score of considerable rhythmic complexity, semiquavers being set against quaver



triplets and the example beginning with a group of three semi-quavers in common time. For a student to attain this level of literacy in a mere 14 lessons stretches the bounds of credibility; which is not to deny that a non-reader listening to a piece of music may glean something from attempting to follow it in notation.

However, it seems pie in the sky to expect that something to be meaningful without specific guidance on the page. To this end, it would have proved advantageous in the case of *Listening In* for the salient features of each example to be identified consecutively, so that the student could begin the process of comprehending the music's developmental logic rather than being baffled by its vertical complexity.

Of course, the author is right in believing that teachers, or some of them, will draw attention to such points of developmental detail. But, even then, just how do members of the class assimilate the points and, having assimilated them, "guide themselves along the written notation" of a four-stave score "using fingers or the blunt ends of pencils"? Do they follow the topmost staff, which will not always contain the significant material anyway? If so, to which slave do they move when confronted with a bar's rest? These, and other important ques-

tions are left unanswered. Many, too, would dispute the author's contention that score-reading skills should be consolidated before the students hear a complete performance of a piece of music. And that it should only be after this initial hearing and the answering of a series of questions that the students listen to the music for the first time without the score.

Of course, music reading ability is greatly facilitated when a student sings in the school choir or learns to play an instrument. If the material sung or played has appeal then the music reading is likely to grow apace. Arnold-Whetton's new *Encore* series for recorder ensemble certainly gets top marks for enterprise in terms of material. The catchy theme tune from "The East Enders" is popular with many students. And here it is, arranged for descant, treble and tenor recorders in a pack which contains another contemporary favourite, "That's Livin' Alright". Forming an effective, if somewhat lachrymose, contrast to these extrovert television themes are the arrangements of "Memory" and "Don't Cry for me Argentina" from Lloyd Webber musicals in another of the packs.

The arranger has done a skilful job, albeit a somewhat academic one on occasion. I say this because the recorder parts can be unnecessarily complex rhythmically, and tend to be over-fussy, with an excess of contrapuntal detail which can detract from the tune. (Incidentally, the tune does not occur in all three parts in each arrangement as claimed in the publisher's blurb.)

Each pack contains three copies of each of the recorder parts together with a conductor's score. However, given the stimulating nature of the material, I couldn't help wishing for more flexibility of instrumentation. The provision of guitar chord symbols, for example, would have provided an alternative accompaniment for use in those contexts where skilled treble and tenor players are not available.

Michael Burnett

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Well, we have orders from all over the world including America and Australia," says one music retailer. "We have a standing order from a police officers' wind band in Papua, New Guinea," says another. "We go far beyond standard retail practice," states a third.

Some music retail services really do cater for an international clientele, yet many customers in this country find that getting hold of information about publisher, price or availability of a piece of music is not as simple or straightforward as one might suppose. Those involved professionally in selling and buying music soon develop contacts and know well how to approach official sources for information, but for the customer, the process of finding information can turn out, in many instances, to be bewildering, laborious and frustrating.

The retailers quoted above aim to be as helpful as possible. An important ingredient in the success of a retailer is a good working relationship with the publishers. According to the Music Retailers' Association, some publishers are not interested enough in selling music because they receive sufficient income from performing and mechanical copyright fees. But some go out of their way to help.

Music Sales, an American publisher with London offices offers to help a music shop establish itself by assessing the market the shop will be catering for and supplying an initial order of publications they know will sell.

For some smaller music shops extending their market and developing custom is not a challenge that appeals. One retailer I spoke to who is not a member of the Music Retailers' Asso-

ciation responded aggressively when I asked him what kind of stock he kept. "Look, I am only here to make money," and went on to say that he only stocked music on the Associated Board Syllabuses, "evergreens" (ie Beethoven and Mozart sonatas) and popular albums. He did have a number of customer accounts but could not afford to keep a wide variety of browsing stock.

The people involved in producing, printing, cataloguing, selling and buying music all have their own views. Business between publisher and retailer is always done on a firm sale basis with the publisher giving the retailer a trade discount. There is no vehicle for supplying stock on "sale or return" to a shop if the publisher is to stay in business. I was informed by one London retailer that if a foreign publication which is urgently required is not in stock anywhere in the UK and the customer is prepared to pay extra the procedure is to apply to a warehouse in New York which holds a vast stock of international publications.

Some publishers have London showrooms but not all. Chester Music, Universal Edition and OUP, whose showroom is housed in the Peters' Music Shop, stock only their own publications. The Peters Music Shop, however, like Boosey and Hawkes', stocks a wide variety of music of other publishers as well as its own.

A member of staff at Boosey and Hawkes put emphasis on being helpful to the customer, saying that if he could not supply a publication as quickly as the publisher or another retailer might he would not hesitate to inform the customers of the quicker way of obtaining the music.

Each shop has its own rules about its stock, offering customer credit facility, publicity, promotion and the amount of information it will supply. Music teachers, for whom a prompt, efficient service is essential, stick with tremendous loyalty to a shop that will provide such a service. Some shops work hard at promotion such as The Kensington Music Shop which collaborates with publishers in running workshops.

The Music Publishers' Association now produces a music catalogue on microfiche, bought by most music shops, which lists all printed music titles currently available for sale in the UK. This is updated every six months and is priced currently at £60.00 plus VAT, with a reduction on the subscription fee after the first year. The Association is planning to include hire material in future updates.

If a shop cannot help with an enquiry the Music Publishers' Association should be able to do so. If it cannot, a resort familiar to many is the BBC Music Library whose music catalogue includes every musical item (showing

the publisher) that the BBC has ever bought; it is updated regularly for internal use. This too is stocked, though not with the updates, by a number of music shops and libraries. For an even wider field of information there is the catalogue in the music section of the British Library.

Both publishers and retailers are increasingly making an effort to supply music that is out of print. The achievements of the Boosey and Hawkes archive which advises itself with the slogan, "If it's out of print we'll sell you a copy" and supplies both to the trade and to individual customers, have stimulated other publishers to offer the same service.

Blackwells in Oxford whose brochure bears the title, "Music Shop and Music Service" offers a mail order service with credit facility for any individual or institutional customer intending to make regular use of it and an estimated supply time of 5 to 28 days depending on the nature and destination of the order. They sell licensed photocopies of material that is out of print and offer to supply successive volumes of big editions by standing order. They also compile and circulate a wide range of subject interest catalogues. Their system unlike most music shops is computerized.

Any good music shop will extend its service beyond selling over the counter to include mail order and providing

up-to-date information on publications and publishers as well as offering the facility of browsing and studying specimen copies of publications. Each publisher adopts a different approach to selling directly to the public. Some, such as Naxos, encourage it by sending publications on approval for 28 days.

There is an element of detective work for anyone involved in tracking down music that is out of print, and copyright, whose publisher has been abandoned or is unobtainable from an archive. Second-hand music dealers such as Colley Clobber, based in Gillingford, who specialize in finding what is difficult to get hold of, will supply in such cases.

When faced with a delay in receiving a piece of music on order or when waiting for the appearance of an advertised "new" publication one is bound to bear in mind that very few of the processes involved in producing new music are as straightforward as they appear.

In most cases music is processed with "notepad", musical typewriting and ink which seem positively quaint in the age of the "fax" and computerized newspaper printing. Although most publishers keep a computerized record of their stock there are still many leading music shops who resist the advance of technology and continue to survive. The music trade appears to be in a state of transition at the moment but perhaps the resistance is well founded. Technology aside, evidence clearly suggests that it is a personal, helpful and knowledgeable response to enquiries and orders, however obscure and difficult to handle, that is crucial in attracting and retaining custom in the music trade.

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A balanced diet

Arthur Brocklebank on the Joint Working
Party report on Standard Grade music

The proposed Standard Grade courses in music are splendid and will answer the dreams of most music teachers who seek to attract S3 and S4 pupils to constructive and well-designed music activities.

I hope and pray that the implementation of these courses is not going to become entangled with the current embargo on curriculum development in Scottish schools. We need these courses and so do the pupils.

The proposals are an admirable compendium of ideas and advice written in an enlightened professional style which is both elevating, refreshing, even euphoric, but I had to apply the brakes at the coloured pages of Grade Related Criteria, Task Levels and Achievement marks. These are going to take a bit of digesting, but I understand that moves to simplify some aspects are already under way. The many problems of creating interesting, successive 160-minute weekly music diets which are going to mean something to pupils both during their schooldays and beyond, are not going to be solved without a tremendous amount of application, imagination, and hard work.

The music teacher is being given every possible encouragement to experiment with relevant materials, and explore techniques which come naturally to children and which are crucial to their kind of language and thinking. Teachers, and advisers will, in the coming years, need to re-assess the prime functions of music in school, come to terms with the in-service training of teachers who do not have much sympathy for the fast changing styles of music in school, and perhaps even re-think their interpretations of the simple laws of musical expression. Perhaps it is goodbye for ever to "Early One Morning", "The Ash Grove", and "Men of Harlech". It will be worthwhile reviewing music courses in S1 and S2 which may require to be modified and revised to lead naturally to, and heighten expectations of, progression to Standard Grade to such an extent that the Foundation stage of well be easily surpassed in favour of General and Credit levels.

The aims are clearly "to encourage imaginative teaching... foster enjoyment... and the understanding of music through active experience" and "to enrich... inform... develop insight... realize musical potential... and to broaden social, historical and environmental context in music". Involvement with matters of pupil and teacher self-assessment and diagnosing of problems, while wholeheartedly approved, is however going to suck some blood from teachers who have built up confident teaching techniques over the years in happy and productive class situations.

Although there is in the Report a clear statement that teachers will have considerable freedom to develop their own enthusiasms and to construct courses to satisfy the needs of the pupils, there will remain the need to satisfy the demands of conformity with national standards. At S3 and S4 levels, the pupils will be at assorted stages of attainment and following many interests. That is quite a challenge which will need patience and determination.

In common with other subjects, many music teachers are more than a little concerned at the prospects of building in "planned assessment" as an integral part of their courses. To formulate "a definite and clearly stated policy of assessment" is going to take more than departmental discussion and national policies. It must be practised.

There is so much to learn, understand, digest and question about assessment, that even those who have spent the last few years in lucubration on this topic, will have little time to provide essential in-service training and allay fears of insecurity. Many music teachers have plenty of experience as adjudicators and examiners giving marks with professional judgement, but having to live with one's judgements and build on them is something else. They're having their problems with the GCSE in England, and George Odum in the Incorporated Society of Musicians' Journal (June) is right when he states that "the timing of these new demands shows a contempt for real professionalism, and the provision of vital and immediate in-service training is ludicrously inadequate".

The music of Scotland was an expected requirement and it is, of course, very welcome. Imaginative teachers will be able to make what seems at first glance to be a fairly dry subject into interesting projects in the European context. There are some excellent papers, pamphlets and books available on the history of Scottish music - Elliott, Rimmer, Collinson, Davie, and others - but they will need translating into palatable terms for Standard Grade. Scotland has not been lagging behind in the pop music charts; there is a veritable army of fine folk singers to hear; and festivals of folk song and instrumental music are springing up in many corners of Scotland. To be truthful, Scottish music has been consistently neglected in many schools. This should redress the balance.

Whereas "Inventing" (GCSE have gone all the way and called it "Composing") will be mastered the more it is practised and become one of the delightful units of Standard Grade work "Listening" requires a great deal of preparation, presentation being all

important. Ability to integrate music from broad historical and social aspects will not be easy. Yes, it is accessible enough, but the "futile breeding ground for new ideas and techniques" can quickly become a dead end when attempting to pass on its wonders to 14-year-olds.

I am in agreement with the advice which presses, on nearly every page of the Report, the need for integrating the three elements - Performing, Listening and Learning. In practical terms however, integration follows a range of single experiences within which the children will have explored the raw materials of music. Immediate thinking and ability to integrate depend on memory and the conservation of concepts round which a framework is gradually built. Music's integrability enforces slow progress here. There are differing views about this, but I would rather children reached a degree of understanding via a series of isolated experiences than risk diffuseness with cross-references, analyses and classifications. I do not favour fragmentation, but integration should not become an excessive concern.

Teachers, then, must make many decisions about the kinds of sounds they are going to have in their classrooms because few will be able to cater for the whims and musical fancies of every Standard Grade course devotee. The extra demands on music teaching in the coming year are going to be considerable, just when the Scottish Field Development Officer for music has finished his secondment - surely a monstrous error of mis-timing. In-service training next session (1986-87) is a lot of doubt, and yet many music teachers are going to have to go to grips with "honic, heavy metal guitar-based rock, synthesized pop, punk and mod rock" (see TESS page 18, May 5 1986) in a fairly short time.

I happily subscribe to the opinion of the Joint Working Party when on page 23 of their Report they say "whatever approaches are adopted the prime resource is the school music teaching staff". The school music teacher is the only person of any art form can impose the discipline of the raw state of our nerves with few school choirs, orchestras, festivals, and meetings of teachers to compare notes and lend each other new material and arrangements. As in 1987 must be made with the characteristic courage and tenacity which all music teachers show in their work when adequate time and resources for music are the perennial topics of bad bargaining with the powers that be. The alternative may be to find ourselves cut off with a shilling.

Arthur Brocklebank is music adviser to the Highland region

Lucky dip

Sound Waves - Practical Ideas for children's music making. By Leonora Davies.
Bell and Hyman £6.95 0 7135 2333 6

How many of us have longed for a book to dip into, which will not only provide starting points suitable for children with little musical experience, but will also give ideas for development up to quite sophisticated levels of musical awareness? Leonora Davies has put together a large number of practical ideas for both class and small group work in a book which does just that.

The activities are divided into seven sections: exploratory activities with instruments; rhythm, pulse and tempo; vocal activities; developing instrumental activities; different starting points; pentatonic patterns and "shall we sing?" Within each section there is a wealth of suggestions in progressive stages, each being divided into pages of class activity (with some supplementary games) followed by pupil workshop pages.

These divisions will work extremely



Illustration from Sound Waves (Bell and Hyman).

well in classrooms where a lead session with the whole class can then be followed up, developed and explored by pupils in smaller groups.

The organization and resources required for all activities are clearly set out; advice is given to those who are worried by their own lack of experience and there is even a suggested time span for each activity. Not only is the main activity described in easy classroom-manageable terms, but there is subsequent development material as well.

In one school I watched the class activity taking place and then a small group starting off on the pupil workshop work. When I returned three

Wendy Reynolds

Gin
and tonic sol-fa

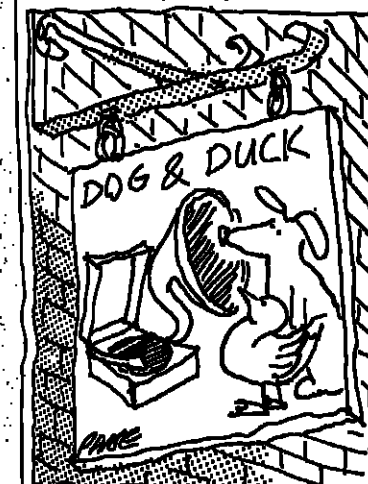
By Nigel Hayward

The music students filed quietly into the studio for the Friday afternoon lesson, which covered aural training and keyboard harmony. Professor H. Asben, illustrious head of the music department at the Teacher Training College, entered the hushed room and took his place at the beautifully polished Bechstein grand piano. An empty chair in the front row told him that his least favourite student was yet again absenting himself from this most important of classes. How could he possibly transpire a Bach chorale or write a formal harmonization of a folk song?

"Does anyone happen to know where Steven is this afternoon?" Professor Asben enquired.

Several of the students knew that he had been seen an hour ago entering the "Dog and Duck", but no-one was telling.

"Very well then, we'd better make a start without him," intoned the professor. "I thought we'd attempt a harmonization of 'Early One Morning'."



Steven had had an enjoyable session so far. When he arrived at the pub the juke-box had been playing the final chords of the latest number one in the charts. He'd managed to get the melody, bass line and most of the chords worked out from listening to Top of the Pops the previous evening and, as he listened again, the final few elusive chords fell into place. He started to do his own rendition on the pub piano as soon as the landlord turned the juke-box off.

There aren't many pop tunes written in B flat minor," he thought as an appreciative listener dumped a half of beer on the top of the piano. The instrument was old and worn and badly out of tune, but it compared quite favourably with the "best" piano on Steve's most recent teaching practice. Meanwhile, back at the college the

class had become bogged down in a lengthy discussion on the best chord to use at the beginning of the second phrase. The professor decided to take a vote on it. "Now then; hands up if you think that a super-tonic chord sounds better."

The sing-along session was going very well. A lot of the tunes which were being thrust in front of him were new to him, but his sight-reading was improving all the time. He was particularly pleased that he had been able to transpose "Dinah, Dinah" down a major third this week; it now fell nicely into the range of those raucous voices. Now, during a brief lull, he picked up the sheet music of "Fame" and started amusing himself by trying to decide how baroque composers would have figured the bass line.

"These modern chord symbols seem far less cumbersome," he thought to himself. "Now, let me see... the second bar has G in the bass, that would be a four-three chord; next bar, oh, that's a six..."

He was very nearly knocked for one as a semi-conscious "regular" clapped him on the shoulder and started pouring beer down his neck. Steve soon gathered that the gentleman wanted him to play his favourite tune. In a hushed state, close to tears, he started to warble his way through a melody with outstretched arms and with scant regard for note-values or key centre. Despite this, Steve quickly reached for his manuscript book and, as the inebriated continued to lurch drunkenly from one key to another, started jotting down some notes. He hastily sketched in some chord symbols and a couple of minutes later was able to give the customer a passable version of his song.

As the landlord called "Time" he suddenly realized that he had been there for nearly two hours, and that he'd missed that Friday afternoon class again. "Funny how times goes quickly when you're enjoying yourself," he mused. "Why on earth can't teacher training colleges have compulsory placements in pubs as well as in schools? Apart from anything else, think how much the tutors would enjoy their 'visits'..."

It had been another frustrating afternoon for Professor Asben. Most of the students had been painfully slow with the figured bass exercise, and the chorale transposition was almost as bad. He had sent them away with a few well chosen, harsh words. They must all spend the weekend practising for a test on Monday morning. Perhaps that wretched Steven would realize just how far behind he was...

Nigel Hayward is head of music at John Lea School, Wellesborough.

Sound master

Mastering Music - Programming sound on the BBC B Micro
By S and A Gibbs
BBC Master Guides £6.95 0 563 21128 5

Aimed at "the aspiring BBC Micro musician" this book presents a progressive course in programming music notation using BASIC and the limited facilities of the BBC's inbuilt sound chip.

The first two chapters introduce pitch and duration, the programming of simple tunes, key and time signature, and aspects of rhythm notation. Many of the chapters conclude with a number of questions or exercises - to attempt. The course then moves on to consider harmony, the programming problems of synchronizing chords, and explores the envelope command with its 14 parameters. Inevitably a book about programming (a sound chip) occasionally has to concentrate solely on computer technique. Chapters 5 and 8 are devoted to DATA statements and sound queues and buffers. Chapter 6 gives an all too

brief excursion into the "noise channel and special effects". Happily the authors recommend "letting your imagination run wild", but it is difficult to get too worked up over the quality of the sound output! Various percussion and other effects - siren, cuckoo, helicopter, etc - are detailed, but the questions are disappointingly unimaginative.

A superficial guide to arranging three parts (the limit of the BBC's melodic generation) from a piano score becomes rather tortuous and the book ends with some pieces printed both in music notation and computer input with some notes on how the original has been effectively arranged for the sound chip.

While it is true that computer technology is playing an increasingly large part in music, the unadorned, general-purpose micro has been seen to be unsuitable for practical music applications. Mastering Music, being based on such a computer and concentrating on theory rather than practice, is unlikely to bring a musical experience to the programmer.

Phil Ellis

EXTRA

Primary
day

By William Lovell



Primary-secondary liaison at Sir James Smith's School, Camelford

The importance of smoothing the transition from primary to secondary education is widely accepted. Discussions between primary and secondary staff on curriculum and other matters take place regularly in many areas, and many secondary schools invite the new first-year intake in for a day, usually during the summer term preceding transfer, which encourages the children transferring to look forward to their new school and helps to reduce anxiety.

In each of the past two years at the rural comprehensive school where I work, music has made its own additional contribution to primary-secondary liaison. Children from our eight contributory primary schools have come together to rehearse and perform a programme of songs and instrumental music, an experience which has given them a taste of what their new school is like as a place to work in, as well as giving me as head of music the chance to start to get to know their musical capabilities.

On both the primary schools' music days which have been held so far, the music has been selected to illustrate aspects of a single topic. In 1984 each of the songs chosen represented a different animal. Last year the event became our contribution to European Music Year 1985, and music from 18 different European countries appeared in our programme.

The 150-200 primary school children involved on each occasion have included the vast majority of the fourth-year junior pupils who have been about to transfer to the secondary school. For the younger participants, most of whom will eventually transfer to the same school, the event is equally valuable.

The children come together for little more than three hours' full rehearsal, so all the preparatory rehearsing has to be done in the individual schools during the six or so weeks leading up to the event. To ensure a common approach, I provide each school with copies of the words and music together with notes on performance. I also provide a cassette recording of the music which indicates the style of performance required. In the primary schools where there are no music specialists, the cassette is also an important teaching aid because it enables the children to learn the songs through singing along to the versions on the tape.

The preparatory work is by no means exclusively vocal. Some of the songs chosen are enhanced by instrumental sounds, and each school is invited to contribute an accompaniment to all or part of one of the songs.

The event actively involves the secondary school pupils as well. In 1984 my school choir took part, contributing one item of its own as well as joining in with one of the primary schools' songs. Last year the secondary school contribution was instrumental, with its wind band and string ensemble, providing some of the accompaniments.

Following on the rehearsals, the

performances are a very important part of the day. In 1984 the informal run through of the songs at the end of the afternoon was so successful that it was decided in 1985 to bring the results of everybody's work before a large audience as possible in two evening performances. The eight songs contributed by the primary schools were the cornerstones of a programme which was filled out by instrumental items - solos and ensembles - performed both by primary and secondary age pupils.

There are many musical benefits from these occasions. For the primary school pupils, most of whom come from smallish schools, they provide a first taste of musical performance on a large scale. They establish in the minds of the children the idea that music at the secondary school is an enjoyable activity for everyone, but one also which demands concentration and a desire for high standards. In the choice of songs I am able to include both popular, readily appealing music (such as "When Father parcels the Parcel" - complete with uproarious sound effects) and also pieces which extend the children's aural vocabulary: the 1985 programme included two art songs, a Brahms lullaby and Schubert's "The Trout", which were among the highlights of the concert. Above all, these occasions enable me to start to form a rapport with children who, after transfer, will in time become my senior musicians.

The social and general educational benefits are equally significant. A primary schools' music day enables the children to get used to working in their new school environment rather than just being visitors there. It brings them together with some of their new teachers in a common endeavour and gives them the opportunity to meet children from other schools who are shortly to become their classmates. Finally, the work involved in planning and organizing such an event brings primary and secondary staff into close professional contact, which is not the least of its contributions to primary-secondary liaison.

William Lovell is head of music at Sir James Smith's School, Camelford.

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A practical alternative

David Peacock on creative and performing arts courses in higher education



In the new interdisciplinary arts courses, students are encouraged to develop links with the community.

Over the past decade or two music teaching in schools has gradually been turning away from a curriculum which emphasises an information-based approach combined with some theoretical instruction and some singing towards one which stresses the three central activities performing, inventing and analytical listening — and their mutual inter-dependence.

The philosophy which favoured the study of music as a form of propositional knowledge has increasingly given way to one of a more practical and creative involvement in and with music. The content of the music curriculum has changed significantly in other ways, too. The heavily Eurocentric older model, with its almost exclusive reliance on art music of the Western European tradition, has been chipped away to make room in the newer model for a wider spectrum of music such as jazz, rock, pop, ethnic and electronic music. All this has been done so as to make music more relevant and meaningful to the majority of pupils.

During the last ten years a number of degree courses validated by the Council for National Academic Awards and based in polytechnics and colleges of higher education have become well established, offering one further alternative to students who wish to pursue music as a study beyond school. These courses have filled a gap between the conservative-type course (emphasising performance) and the university-type course (emphasising the more "academic" aspects of musical study). The background of the staff on these CNAAs courses, one generally of school teaching and teacher education, has influenced the design and content of these Creative and Performing Arts courses. The new philosophy, principles and practice of music education in schools has been extended to music in higher education by giving students the opportunity to study music in an interdisciplinary context (in combination with related arts such as dance, drama and so on) and in an integrated balance of its practical, theoretical and creative aspects.

Students pursuing music as their main study are required to undertake at least a minimum of study in related arts. In addition, they follow courses of an interdisciplinary nature where the arts are brought together and there may be a range of supporting studies outside a wide range of the arts. The thrust of these Creative and Performing Arts degrees is to place musical study in a wider, more broadly-based context than has generally been the case hitherto. This has led some courses naturally into developing strong links with the local community and neighbouring arts organizations.

The content of the music curriculum itself has changed and will continue to change in response to new developments and ideas. Traditional elements are still retained; for example, the study of the literature and materials of the western art music tradition. Students continue to develop their knowledge and understanding of the history of European music and of its language. This important heritage is not overlooked. However, it has become clear that an exclusive focus on this body of music does not satisfy the needs and interests of many young people. Many able and talented young musicians clearly want to develop their expertise in and awareness of a wider range of skills and competences. Hence, jazz,

rock and non-European music as well as electro-acoustic music have been admitted as integral parts of courses.

Teaching methods, too, have evolved. Lectures still figure as an important means of transmitting knowledge, but a wide selection of other teaching methods are used.

The emphasis which these Creative and Performing Arts courses place on students composing music and on their first-hand practical involvement in music has been reflected in workshops during which students' compositions are rehearsed, discussed and evaluated. These occasions may also be used to coach students in rehearsal and conducting techniques. Another feature of such workshops is the practical exploration of the works of established composers; this musical internalization of the pieces provides a basis for their subsequent analysis through class discussion, seminar groups and tutorials.

Developments in content and teaching methods have been paralleled in ways of assessing students. Once more, traditional ways are retained, though there has been a move away from the most hallowed type of three-hour unseen examination (which, after all, does put an unnecessary premium on memory recall) towards seen papers and open-book examinations. Assessment by coursework figures prominently. This works well not only with "academic" areas of the course, but also — as far as music itself is concerned — in harmony, counterpoint and composition. The idea of imitating a candidate without recourse to a piano cannot easily be justified. How many "real" composers work under such circumstances? Courses are, of course, required to preserve a fair balance between practical and theoretical assessment.

Counselling plays a crucial role, especially necessary in courses which rely to a considerable extent on the choice of studies by students. Students may be allocated to a particular tutor whose responsibility it is to guide and advise them on academic and personal matters but are free to seek help and advice from whichever tutor(s) they may feel are "in tune" with and sympathetic to them. Such is the nature of these courses, where students and tutors are frequently collaboratively engaged in learning and teaching in very direct and practical ways, that staff-student relationships are always very "easy" — informal rather than formal. This makes it much

simpler for students to approach staff and, in turn, for staff to help students.

What sorts of students emerge after three years? And what do they go on to do? Perhaps because of the essentially active and interactive emphasis of these Creative and Performing Arts courses and the amount of co-operative and collaborative work between staff and students, perhaps because of the consequent informal relationship that develops, graduates on the whole turn out to be very lively, enthusiastic and committed, enquiring and inquisitive, "open" and marketable people.

Their diverse range of knowledge and expertise and their versatility seem to be appreciated by the world of work. Certainly, graduate employment statistics appear to confirm this. Some graduates go on to further advanced study of a specialist nature, others gain vocational qualifications, for example, in teaching, arts administration and so on. Many go into the performing professions, though in these cases it is significant that they may choose not to opt for the "establishment" professions, but rather prefer to become involved in "alternative" performance work.

What sorts of young people apply? It must be said that these courses are not in competition with music colleges and universities; they offer an alternative purpose and outcome. They best suit young musicians of ability and flair who also possess experience and interests in other related arts and who want to develop creative but carefully structured environments. The two A level entry requirement is standard, but a range of alternative qualifications is admitted, so that candidates without the normal entry requirements are not prevented from gaining a place.

The courses referred to, all validated by the CNAAs through its Creative and Performing Arts Board, are listed below. For details of entry requirements and procedures for course content, interested candidates should contact the following polytechnics and colleges: Brighton Polytechnic; Crewe and Alsager College of Higher Education; Leeds Polytechnic; Middlesex Polytechnic; Newcastle Polytechnic; Trent Polytechnic; West Sussex Institute of Higher Education.

David Peacock is senior lecturer in music and BA Performance Arts music coordinator at Middlesex Polytechnic.

Band stand

Wind teachers throughout the country are invited to the University of Warwick for a day devoted to the various aspects of working with children in schools. The British Association of Symphonic Bands and Wind Ensembles (BASBE) will be holding its fifth Annual Conference from Friday, 26th September to Sunday, 28th September and the theme of the Friday sessions is to be the wind teacher in schools.

David Straughan will chair three seminars led by representatives of the music advisers national association,

the focus of which will be the changing role of the instrumental teacher, assessment and the implications of the GCSE for the peripatetic service (led by Keith Sedgheer). Developing skills in directing a school band will be Malcolm Binney, tackling basic conducting technique, and Stuart Johnson, illustrating ideas on tuning, warming-up, arranging and improvising.

Other areas to be looked at during the day will be the school brass ensemble repertoire, flute choir, clarinet, teaching, trumpet masterclass, instrumental maintenance and school

band repertoire (three concerts). The remaining two days of the conference broaden into other areas: the jazz orchestra, saxophone and clarinet ensemble, youth wind repertoire, and more advanced conducting.

Contributors will include the Eborac Quartet, Scott Struman, Malcolm Binney and Michael Rose, Guy Woodhouse, Tim Reynolds, Geoffrey Brown and the Association's President Stuart Rattle conducting the CBSO Wind Ensemble.

Brian Hunt

Chairman of the West Midlands branch of BASBE

EXTRA

Time for a change

Michael Stimpson examines instrumental teaching

The gradual refinement of the music curriculum may at times seem frustratingly slow to some music teachers who may feel that some areas of music education have shown little significant response to the changing attitudes and tastes in 20th century music.

However, instrumental teachers who are concerned with their instruments in a broad educational sense must look with envy at the attention that the curriculum intermittently receives. How often is one aware of discussion about the role of the instrumental teacher, whether it is in terms of questioning the work carried out in instrumental sessions or the nature of instrumental teacher employment?

The looseness with which instrumental teaching is sometimes approached is somewhat surprising, not only because the budget for instrumental teaching in a local education authority or music department of a school or college may form a sizeable proportion of the whole expenditure, but because the success of a department or course is often closely linked to the approach and success of the instrumental teaching.

The bulk of instrumental teaching in the United Kingdom is carried out by teachers employed either on an hourly basis or full-time; this happens in the majority of local education authorities. Among the arguments for employing a team of full or part-time instrumental teachers is that it encourages authorities to appoint instrumentalists who have taken the trouble to qualify as teachers rather than as performers. Furthermore, the teacher soon becomes highly experienced, particularly in understanding the kind of work that is viable in schools, and at the same time receives the benefits of established employment.

The main concern of this article is with the instrumental teaching that is arranged on an hourly basis. One of the main arguments put forward for this arrangement is that it allows the musician to pursue aspects of his or her career other than teaching. It also allows the institution or authority a flexibility and diversity that would otherwise not be possible.

Unfortunately, in practice, this can result in abuse by both parties. On the one hand it is possible to employ instrumental teachers with little or no regard to basic rights of employment; for example, are not prepared to offer their instrumental staff a proper contract. On the other hand, it is possible to employ instrumentalists whose approach to the profession is basic, giving little recognition of the fact that they are in a profession for which other groups specifically train.

The result can be demoralizing for everyone concerned: the instrumental teacher because he or she is isolated from the working of the department; the head of music or class teacher because there appears to be little or no

control over the actual work of the instrumental staff, who may, in the eyes of the class teacher be unaware of a particular child's problems, capabilities, or potential; and, of course, the recipient of the instrumental tuition. The isolation of the hourly paid teacher is further compounded by the



fact that the teacher might be visiting a number of schools or institute departments and the work sometimes becomes an unfortunate but necessary adjunct to the working musician's life.

What goes on in instrumental sessions is often given remarkably little external assessment; to some extent instrumental teachers are only tested when and if their pupils are put in for examinations or for school or college presentations. Methods of instrumental teaching and measurement of the wider values that lie (or at least should) behind learning a musical instrument are rarely evaluated.

Space does not permit a complete assessment of the pros and cons of financing hourly-paid teachers. Suffice to say that for many instrumental teachers the arrangement is unsatisfactory since it immediately sets up the problem of what happens when extra work is required. Financial constraints are now severe, and so compromise is necessary on, for example, the time taken to set up equipment, come into school for a lunch-time concert, or prepare for group work, etc.; but it must be a compromise that does not solely rely on the visiting teacher's goodwill. The value of looking for new ways to finance should not be underestimated.

The subject of where and how our instrumental teachers are trained warrants attention. It is time, for example, for music colleges to accept that a substantial number of their students from performance courses will at some time carry out some instrumental teaching in an educational establishment. It is often these students who become the hourly-paid instrumental teachers and yet they are the ones least likely to have received supervision on

the teaching of their instrument, particularly for the earlier levels of learning.

Either the courses need to be given graduate status so that a student can go on to take a post-graduate course in music education or we need new courses specifically for the training of the instrumental teacher. Here, of course, one is not necessarily looking to the music colleges for a lead, although obviously with their considerable source of instrumentalists they would, together with the education departments of other universities and colleges, have adequate resources.

The subject of a new course warrants a fuller examination, because it has direct bearing on improving the terms of instrumental teacher employment and the content and quality of instrumental teaching. Such a discussion may also serve to nudge some authorities or departments into permitting a true diversity of instrumental teaching.

In a survey conducted during the academic year 1980-81, (Michael Stimpson, "The Guitar in English Music Education", *British Journal of Music Education*, Volume 2, Number 1, Cambridge), it was found that the majority of local education authorities confined their instrumental programmes to orchestral instruments. The reasons for this were varied, ranging from the sheer difficulty of finding a teacher of suitable quality for a given instrument, to, in some cases, simple prejudice.

There is also the question of whether a teacher can adequately teach more than one instrument. For example, it may be of more value to an authority to employ a guitarist who has taken studies in classical, lead, bass, folk, jazz, and flamenco guitar, rather than a student who has trained specifically to become a classical performer and has found for one reason or another that a living is not possible through performing. It may be further useful for the guitarist who has had the broader training to take sufficient studies in percussion and keyboards, etc. to cope with work with other ensembles such as a rock group. In this way the visiting instrumental teacher becomes the specialist in certain areas of instrumental performance and receives a career structure to match.

Clearly, it is time for this most crucial aspect of pupils' music education to be given a higher priority across the administrative board, with a view to examining three major areas of instrumental work: the terms and conditions of instrumental teacher employment; an examination of the work of the instrumental teacher with particular emphasis on the relationship between classroom work and instrumental lessons; and in particular, a consideration of the training of instrumental teachers.

Michael Stimpson teaches guitar at the Roehampton Institute of HE.

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ISME

From July 6th-12th the Austrian tourist resort of Innsbruck will play host to the 15th conference of the International Society of Music Education (ISME). The theme — "New Perspectives in Music — New Tasks for Music Education" — cleverly brings into special prominence three principal areas of interest, namely outstanding musical performance by young people, wide-ranging education discourse and stimulating debate.

The programme includes concerts and workshops by over 90 musical groups from around the world, including choirs such as the Sydney Conservatory Choral and the Rubin Academy Children's Choir from Israel, orchestras like the Helsinki Junior Strings and the Edmonton Youth Orchestra and folk ensembles with fascinating titles such as the Cullowhee Cloggers from North Carolina and the Karamancha School Warrior Band from Honolulu.

There are also performances of a large number of children's operas and musicals including "The Little Sweep" from Britten's *Let's make an Opera*.

and, hopefully, a unique Austrian version of "Tchotch" and his dream-coat.

Great Britain is represented by three instrumental groups: the Berkshire Youth String Chamber Orchestra, the National Centre for Orchestral Studies Symphony Orchestra and the Mary Hare Grammar School for the Deaf School Band and Recorder Consort.

The ISME conference also provides an important forum for discussion of all aspects of music education. For example, there are international panels deliberating on the status of music in tomorrow's schools and the composer's "new world of opportunities". There are over 140 lectures on subjects as mind-stretching as analysis, interpretation and reception, and "polyaesthetic education".

If this plethora of activities is not enough to whet readers' appetites, each day's programme (but one) ends with a special serenade, appropriately entitled "Eine kleine Nachtmusik". For details of the ISME conference contact ISME conference, Kongresshaus, Postfach 533, Innsbruck, Austria, A-6020 or phone Ronald Smith (01-636 4478).

David Biermann

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Teachers are invited to apply on an open basis from a pool of Primary Teachers. Primary experience is essential.

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OVERSEAS

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Germany

The British Embassy Preparatory School Bonn

Applications are invited for the post of:

Principal

Commencing in January 1987 or earlier.

The school has approximately 180 pupils, aged 5 to 13 from British and international diplomatic families, covering 30 nationalities, some of whom are prepared for the Common-Entrance Examination.

Candidates should have wide experience with a successful record as a team leader and have practical knowledge of school administration. Experience of teaching in an international environment would be an advantage.

Terms of Service — Initial contract for 3 years. Salary approximately DM 120,000 p.a. Assistance with children's education.

Initial interviews in London end July.

For further details and an application form, please contact Mr. F. J. Smith, Gabbitts-Thring Services, 6-8 Sackville Street, London, W1X 2BR. Tel: 01-734 0161.

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MINISTRY OF DEFENCE SERVICE CHILDREN'S EDUCATION AUTHORITY

Senior Teaching Appointment in Germany

The Ministry of Defence invites applications from suitably qualified and experienced individuals for the following posts in Germany which are to be filled from the Spring Term 1987.

Headteacher

Halg Primary School, Gutersloh, Germany (Group 6).

An experienced primary teacher is required for this large, traditionally built school. Candidates should preferably be serving headteachers or deputies with significant experience of a large primary school.

The school is situated in barracks block accommodation, and currently has 370 pupils on roll with 17 full time staff. The school serves children from a wide catchment and is located next to the local secondary school with whom it has developed strong curriculum and social links.

Deputy Headteacher

Hakedahl Primary School, Detmold, Germany (Group 6).

A suitably qualified and experienced teacher is required for the Deputy Headship of this large open-plan community primary school.

The successful candidate will be expected, in addition to the usual administrative duties of a deputy, to take responsibility for a major area of the curriculum across the range, preferably Language. He or she will be expected to have a firm commitment to the open-plan learning philosophy and feel confident in leading colleagues in cooperative teaching methods.

Initially, there would be a class teaching responsibility in the Upper Unit, with children aged ten and eleven years.

Hakedahl School currently has 415 children on roll with 18 staff.

Deputy Headteacher

Mohne Primary school, Soest, Germany, (Group 6).

An experienced teacher is required for the post of Deputy Headteacher in this Group 6 school. The post is a challenging one and the successful

candidate will not only be expected to display teaching qualities which are well above average, but also evidence of involvement in curriculum development, and experience of leadership, within either a large department or a small school.

In addition to a class responsibility, which will be negotiable, the deputy headteacher will play a major part in the ongoing development of school policy, and also be expected to lead colleagues in one of the curriculum disciplines.

Deputy Headteacher

Fleming School, Enger, Germany (Group 3).

An experienced teacher is required for the deputy headship of this attractive open-plan school.

The successful candidate will be expected to co-ordinate the activities of four infant classes and to offer expertise across the infant range. The class responsibility will be for Reception and Middle Infants.

SALARY is in accordance with the current Burnham Scales. In addition the London Area Allowance currently £1,038 per annum, is payable. **SUPERANNUATION** normal rights are safeguarded.

FOREIGN SERVICE ALLOWANCE A tax free allowance is payable.

ACCOMMODATION is normally provided rent free.

DURATION OF ENGAGEMENT initially for a period of 3 years.

All applicants should normally be resident in the United Kingdom.

The Civil Service is an equal opportunities employer.

Requests for an application form and further details should be made to Ministry of Defence, CM(S)1d/3, Room 8/05, St Christopher House, Southwark Street, London, SE1 0TD.

or by telephone on 01-921-2116

The closing date for completed application forms is Friday 25 July 1986



OVERSEAS POSTS

continued

FRANCE
MARYMOUNT SCHOOL
We are seeking a Headmaster for a large boarding school in the Pyrenees region. The school has 120 pupils and 12 teachers. The post is for 3 years, renewable. Salary is £40,000 p.a. plus 10% superannuation. Applications should be sent to the Headmaster, Marymount School, 120 rue de la Paix, 91100 Evry-Courcouronnes, France. Tel: 01-69 40 00 00.

ITALY
THE CHURCH OF SCOTLAND
We are seeking a Headmaster for a large boarding school in the Pyrenees region. The school has 120 pupils and 12 teachers. The post is for 3 years, renewable. Salary is £40,000 p.a. plus 10% superannuation. Applications should be sent to the Headmaster, Marymount School, 120 rue de la Paix, 91100 Evry-Courcouronnes, France. Tel: 01-69 40 00 00.

ISRAEL
THE CHURCH OF SCOTLAND
We are seeking a Headmaster for a large boarding school in the Pyrenees region. The school has 120 pupils and 12 teachers. The post is for 3 years, renewable. Salary is £40,000 p.a. plus 10% superannuation. Applications should be sent to the Headmaster, Marymount School, 120 rue de la Paix, 91100 Evry-Courcouronnes, France. Tel: 01-69 40 00 00.

JAPAN
We are currently recruiting teachers for a Japanese company which is expanding its staff. Positions are available from October. Applicants must have at least 3 years EFL experience and be able to teach in a Japanese environment. The work in Japan entails teaching on in-company training schemes with leading Japanese companies. Further details, tel: Salisbury International Language Services, 101-108/44, 460000.

MADRID
Experienced graduate EFL teacher for key post in small school in Madrid, October to June 1987. Salary £10,000 p.a. plus 10% superannuation. Apply Mrs. de la Peña, 30 rue de la Paix, 75002 Paris. Tel: 01-42 55 55 55.

PARIS
British Junior School. Required for September. Teacher of Physical Education, special responsibility for boys 4-11. This is a temporary position, initially for one term. Applications, with CV and photograph, to A.W. Livingstone, British School of Paris, 17 rue de la Paix, 75002 Paris. Tel: 01-42 55 55 55.

SICILY
EFL teacher required for private school in Sicily. Salary £10,000 p.a. plus 10% superannuation. Apply Mrs. de la Peña, 30 rue de la Paix, 75002 Paris. Tel: 01-42 55 55 55.

TANZANIA
Four Teacher Training Specialists. English Language Teaching Support Project. Duties: working within the system of educational zones, from bases at Morogoro, Kilimanjaro, and Butimba, under the direction of a project co-ordinator based in Dar es Salaam, to be responsible for improving standards of English teaching and learning at government secondary schools in each region. Qualifications: candidates must be UK citizens with a British educational background. They must have an MA in Applied Linguistics/TEFL and at least five years' relevant overseas experience, preferably in Africa, involving teacher training. An RSA Dip TEFL is desirable. Salary: £12,000-£16,933 p.a. free of UK income tax. Contract: a one or two-year contract with the Tanzanian government, guaranteed by the British Council. Starting date: September 1986. Closing date for applications: 18 July 1986. Reference: 86 K 54-55 T.

UNITED ARAB EMIRATES
Senior Teacher of English as a Foreign Language. The British Council Centre, Al Ain. Duties: to assist in setting up a pilot teaching operation, including teaching EFL to adults of all levels for 12 contact hours a week and assisting with the training of junior teachers. Qualifications: first degree, RSA Dip TEFL or PGCE TEFL, at least four years' TEFL experience, preferably some overseas. Candidates should be single, but married teaching couples will be considered if the spouse is willing to work part-time at the Centre. Salary: 5,000 Dirhams per month (£1=2 Dirhams 5.46 approx.). Benefits: free furnished accommodation, 8 weeks' leave p.a., annual fare-paid leave, airfares and £500 baggage allowance at beginning and end of contract, medical scheme. Contract: two years starting mid-September. Reference: 86 D 63 T.

ANGOLA
Post 1: Teacher of English, Direct Teaching Project, Ministry of Education, Luanda. Duties: class teaching for up to 20 hours a week; assisting with the preparation of syllabuses, materials and modes of assessment; assisting with the induction of Angolan counterparts. Qualifications: a postgraduate TEFL qualification or the RSA Dip TEFLA and relevant teaching experience are essential. A knowledge of Portuguese is desirable, as is experience of developing countries. A current driving licence is essential. Post 2: Teacher Trainer, Teacher Training Project, Ministry of Education, Luanda. Duties: teaching language and subsequently methodology to students specialising in English at the Instituto Normal de Educacao; designing syllabuses, and selecting and producing materials; in-service work with methodology courses; in-service work with local teachers of English; assisting Angolan counterparts to assume responsibility for pre-

and in-service work on their return from training in Britain; a small amount of English teaching to basic school students for familiarisation purposes. Qualifications: a Master's degree or postgraduate diploma in Applied Linguistics or TESOL, or equivalent, and relevant teaching and teacher training experience are essential. A knowledge of Portuguese is desirable, as is experience of developing countries. A current driving licence is essential. Salary and benefits: a local salary of 38,000-40,000 kwanzas (£1=44.85 kwanzas approx.); a tax free sterling subsidy of £8,000-£10,000, depending on qualifications and experience, paid by the British government under its aid programme. The Angolan government will pay airfares and baggage allowances on appointment and termination and provide annual fare-paid leave if the contract is for two years. Contract: a one or two-year contract with the Angolan government, guaranteed by the British Council. Starting date: September 1986. Closing date for applications: 18 July 1986. Reference: 86 K 54-55 T.

SIERRA LEONE
Mathematics Adviser/Co-ordinator, Ministry of Education, Freetown. Duties: to co-ordinate the work of the Sierra Leone/OEA Mathematics project including the work of two British Mathematics teachers; to participate in in-service training in primary education and related curriculum development in collaboration with the Institute of Education; to assist in the development of a programme for the pre-service training at TC and HTC levels; to participate in the implementation of an effective Maths programme for Primary and Secondary Education; to teach for 10 hours a week at Freetown Teachers College on the pre-service programme. Qualifications: Masters degree in Mathematics or Mathematics Education; qualifications and experience in Teacher Training (preferably at primary level); experience in Curriculum Development and Evaluation and at least 5 years experience in the Third World, preferably Africa, is essential. Salary: £12,000-£16,933 p.a. free of UK income tax. Overseas allowances: £3,278-£11,784 p.a. depending on salary and marital status. Date of appointment: September 1986. Closing date: 22 July 1986. Reference: 86 K 63 T.

SENEGAL
Post 1: Teacher of English to Mixed Groups, British Senegalese Institute, Dakar. Duties: to teach an average of 10 hours per week; to co-ordinate and develop the supplementary course which includes integrating contemporary materials into a course book and producing additional materials; to assist with writing and supervising the production of the BEPA and DEPA national examinations; to assist with enrolment, testing and the running of internal national and overseas examinations. Salary: £12,000-£16,933 p.a. free of UK income tax. Overseas allowances: £3,278-£11,784 p.a. depending on salary and marital status. Date of appointment: September 1986. Closing date: 22 July 1986. Reference: 86 K 63 T.

PHILIPPINES
The British school in Manila. MUSIC TEACHER. Required for September 1986. This is a temporary position, initially for one term. Applications, with CV and photograph, to A.W. Livingstone, British School of Manila, 17 rue de la Paix, 75002 Paris. Tel: 01-42 55 55 55.

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INTERNATIONAL SCHOOL. Application is invited from qualified and experienced teachers for September 1986. The school has 1000 children and offers: 1. Junior Teacher with Primary School Certificate. 2. Two Infant Teachers. 3. Two Infant Teachers. 4. Two Infant Teachers. 5. Two Infant Teachers. 6. Two Infant Teachers. 7. Two Infant Teachers. 8. Two Infant Teachers. 9. Two Infant Teachers. 10. Two Infant Teachers. 11. Two Infant Teachers. 12. Two Infant Teachers. 13. Two Infant Teachers. 14. Two Infant Teachers. 15. Two Infant Teachers. 16. Two Infant Teachers. 17. Two Infant Teachers. 18. Two Infant Teachers. 19. Two Infant Teachers. 20. Two Infant Teachers. 21. Two Infant Teachers. 22. Two Infant Teachers. 23. Two Infant Teachers. 24. Two Infant Teachers. 25. Two Infant Teachers. 26. Two Infant Teachers. 27. Two Infant Teachers. 28. Two Infant Teachers. 29. Two Infant Teachers. 30. Two Infant Teachers. 31. Two Infant Teachers. 32. Two Infant Teachers. 33. Two Infant Teachers. 34. 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OVERSEAS POSTS
continued

SPAIN

Needed 5 qualified English teachers for well known school of English. TEFL, qualifications and experience essential. 30 hours per week. £6,000 plus plus security. Holiday in Dec and Easter. Contract from 1st Sep. till 15th Jan. Send photo and Curriculum. Miss J. Julian, Trinity School, 10 Rulerona, No 5 - 50006 Zaragoza (Spain). 450000 (11653)

SPAIN

SAN SEBASTIAN
Prestigious Language School requires 'Director of Studies' (EFL) for immediate posting. 2 years contract initially. RSA Diploma also essential. Preferred age range 35-55. Write application with full C.V. photograph, references and a large S.A.E. to: Julian, Teacher Service, 10 Rulerona, No 5 - 50006 Zaragoza (Spain). 450000

SPAIN

COSTA DEL SOL
ST ANTHONY'S COLLEGE
Malaga, Costa Del Sol.
(Age 3-18)
Required for September 1986. An enthusiastic and experienced teacher for O level English and Spanish to English speaking children. This position would be ideal for a teacher who has recently taken or is planning to take early retirement.
Monthly salary 92,000 pesetas.
Curriculum vitae recent photograph and two references to: Mr L. Millhouse, 14 Elmawr Road, Newport, Gwent, NP23 5JF. 450000

SPAIN

We require EFL teachers with min. 1 yrs experience for our prestigious schools in Barcelona province. Spanish advantageous. We offer the chance to work with a professional organization and excellent conditions.
Send full CV, photo and names of 2 referees to: Mr A. Norris, 28 St Peter's Road, Cirencester GL7 1RG. 450000 (11751)

SULTAN OF OMAN'S AIR FORCE

Teaching Appointments

Applications are invited from suitably qualified and experienced Maths/Physics Teachers, aged below 50 to fill vacancies in the Directorate of Education Services. Successful applicants will teach 16-25 years old Omani students up to approximately 'O' level standard.

Applicants must be qualified teachers whose Certificate/Diploma shows Maths and Physics as the main subjects or Physics only. They must have at least five years teaching experience.

These are civilian contract appointments for two years, unaccompanied pay (in Oman) is equivalent to £14,400 p.a. at the current rate of exchange. There is an end-of-contract gratuity of 20% of total pay received. pay and gratuities are tax free normally. Mass accommodation and services are provided free and three periods of 20 day UK leave is granted annually with air passages paid.

Interested applicants should write, with C.V. quoting reference No. 25 (a) to the address below

Personnel Office (H.R.)
Airwork Limited,
Bournemouth (Hurn) Airport,
Christchurch, Dorset BH23 6BS.



Airwork
Limited
Bournemouth, Dorset

CAMPION SCHOOL
ATHENS, GREECE

The Campian group of schools comprises three separate co-educational international schools in different parts of Athens with a total enrolment of 800 pupils between the ages of 3 and 18. There are 80 academic staff, the majority trained in the United Kingdom. The school is in membership of G.B.A. and the Headmaster is an overseas member of N.M.C. Applications are invited for the following post: for September 1986.

JUNIOR PHYSICIAN EDUCATION

A Physical Education specialist preferably with both Junior and Senior school experience for gymnastics, dance, basketball and netball. Applications for this post to Miss D.M. Nash, 36 Fennels Way, Blackwell Heath, Bucks, by 18th July for interview in London on 22nd July.

PRIMARY SCHOOL TEACHERS

1) Infant Co-ordinator 2) Junior teacher preferably with experience in one or more of Art, Poetry, Drama, Physical Education. Applications for these posts to Mrs. J. Carras, c/o Dawson, 1 Crescent College, Aldenham, Watford WD2 5AR, by 30th June for interviews in London on 7th July.

Posts would be on a two-year contract initially, but this is renewable by mutual agreement. Applications should include both home and school telephone numbers together with the names, addresses and telephone numbers of two referees. (01609)

Nagle College, Bairnsdale, Victoria
AUSTRALIA

Nagle College is a Catholic, co-educational school of 850 students. Applications are invited for the following teaching positions:

SENIOR MISTRESS

(to be a member of the College administrative team)

ENGLISH (3 positions)
MATHEMATICS/SCIENCE

Successful applicants will have a minimum qualification of a University degree and post-graduate diploma in education or its equivalent, at least three years full-time teaching experience and a commitment to the philosophy of Catholic education.

Applicants must be able to take up duties as from 2nd February 1987. Applications should be addressed to Mr J. R. Nicholson, Principal, Nagle College, PO Box 507, Bairnsdale, Victoria, 3675 AUSTRALIA.

Interviews will be conducted in the United Kingdom during late July and August 1986.

Applications will close on Friday 18th July, 1986.

Northumberland
County Council

EDUCATION DEPARTMENT

Careers Adviser
(Hexham)

Salary Scale 5 - £7,920 - £8,697

Post to be based in West Northumberland. Candidates should be professionally qualified and hold a current driving licence. You will be expected to carry out a full range of duties concerned with vocational guidance, employment and training for young people and work with employers.

For further details and application forms, please send a s.a.e. (A4) to: The Director of Education, County Hall, Morpeth, Northumberland NE27 2EF. Closing date for completed applications forms Friday 18 July. (01564)

CYNGOR SIR
DYFED
COUNTY COUNCIL

EDUCATION DEPARTMENT

ADVISER FOR
COMPUTERS

In Education and Information Technology

Salary: Southbury Head Group 8
£16,785 - £18,273

The Authority seeks a qualified teacher/lecturer with substantial experience of primary, secondary or Further Education, capable of leading a small team of curriculum support staff in Computer Education and Information Technology. This is a new post and applicants will need to show leadership qualities as well as knowledge of experience in this area of the service.

Further details and application forms returnable by 21st July, 1986, are available on receipt of a stamped addressed envelope from the Director of Personnel and Management Services, County Hall, Carmarthen. (01561)

TURKEY
TECHNICAL UNIVERSITY
OF ISTANBUL is seeking qualified teachers of English for the academic year starting on October 1, 1986 to work in the preparatory classes of masters programme. Please send C.V. to Istanbul Teknik Universitesi, Department of Foreign Languages, Taksim, Istanbul by the end of July. Additional information can be obtained from the same address (15013) 450000

Administration
Local Education
Authority

DEVON

COUNTY COUNCIL.
Please see display advertisement on Page 53. 480000 (14001)

ESSEX

CAREERS SERVICE

CAREERS OFFICER (Main)

Southend Careers Office

Post No. C0892

Scale 4 £6,900 - £7,713 or

5 £7,920 - £8,697

Applicants who will hold the Diploma in Careers Guidance or equivalent, will be required to carry out a full range of duties including vocational guidance of young people in schools and counselling and guidance for the young unemployed.

Good progression prospects to senior posts.

Closing date: 18th July, 1986.
Application forms and further details are available from the County Education Officer, P.O. Box 47, The County Hall, Market Road, Chelmsford CM1 1JF. (Chelmsford 267222, 1133) (01262) 480000

DIRECTORATE OF EDUCATIONAL
SERVICESDirector of
Educational Services

Salary: £28,851 - £31,977 per annum plus substantial lump sum car allowance.

Barnet is looking for a Director of Educational Services to succeed Jack Dawkins who will be retiring in September, 1986.

We are seeking an educationalist and administrator of the highest order to continue the development of the education service in this large Outer London Borough.

The Authority is proud of its educational achievements based on high quality provision in its Primary and Secondary Schools. Barnet has the highest percentage of pupils in the country staying on at school at 16+. It is the best 'A' level and the next best 'O' level results and one of the highest proportions of students proceeding to higher educational institutions.

As a member of the Directors' Management Team you will have the opportunity to play a full and constructive part in the corporate management and development of the wide range of Council services.

The Borough is mainly residential with extensive rural and green belt land. There are good roads and links to and from Central London and the rest of the County. A relocation package is available and the post allows generous annual leave. This post is being re-advertised as previous applicants who wish to be reconsidered should confirm their continuing interest.

Closing date 18 July 1986.

Application forms obtainable from the Personnel Officer, 16/17 Sentinel Square, Brent Street, Hendon, London NW4 2EN. Telephone 01 202 8282, Ext. 61 (01 202 6802 outside office hours).

AN AUTHORITY COMMITTED TO EQUAL OPPORTUNITIES

Barnet

ADMINISTRATION - LEA
continued

HAMPSHIRE

EDUCATION COMMITTEE

CAREERS SERVICE

ADVISER (HIGHER EDUCATION) P.O.

£11,504 to £12,313

Applications are invited for the above post based at King Alfred's College in Winchester.

Duties will include advising a careers guidance service to students at the College and promoting careers advice to students at the College.

The successful applicant will be a member of the Hampshire Service but based at the College.

Further details and application forms are available from the Director of Education, Hampshire County Council, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 374, 375, 376, 377, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 388, 389, 390, 391, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 439, 440, 441, 442, 443, 444, 445, 446, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 458, 459, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 472, 473, 474, 475, 476, 477, 478, 479, 480, 481, 482, 483, 484, 485, 486, 487, 488, 489, 490, 491, 492, 493, 494, 495, 496, 497, 498, 499, 500, 501, 502, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 518, 519, 520, 521, 522, 523, 524, 525, 526, 527, 528, 529, 530, 531, 532, 533, 534, 535, 536, 537, 538, 539, 540, 541, 542, 543, 544, 545, 546, 547, 548, 549, 550, 551, 552, 553, 554, 555, 556, 557, 558, 559, 560, 561, 562, 563, 564, 565, 566, 567, 568, 569, 570, 571, 572, 573, 574, 575, 576, 577, 578, 579, 580, 581, 582, 583, 584, 585, 586, 587, 588, 589, 590, 591, 592, 593, 594, 595, 596, 597, 598, 599, 600, 601, 602, 603, 604, 605, 606, 607, 608, 609, 610, 611, 612, 613, 614, 615, 616, 617, 618, 619, 620, 621, 622, 623, 624, 625, 626, 627, 628, 629, 630, 631, 632, 633, 634, 635, 636, 637, 638, 639, 640, 641, 642, 643, 644, 645, 646, 647, 648, 649, 650, 651, 652, 653, 654, 655, 656, 657, 658, 659, 660, 661, 662, 663, 664, 665, 666, 667, 668, 669, 670, 671, 672, 673, 674, 675, 676, 677, 678, 679, 680, 681, 682, 683, 684, 685, 686, 687, 688, 689, 690, 691, 692, 693, 694, 695, 696, 697, 698, 699, 700, 701, 702, 703, 704, 705, 706, 707, 708, 709, 710, 711, 712, 713, 714, 715, 716, 717, 718, 719, 720, 721, 722, 723, 724, 725, 726, 727, 728, 729, 730, 731, 732, 733, 734, 735, 736, 737, 738, 739, 740, 741, 742, 743, 744, 745, 746, 747, 748, 749, 750, 751, 752, 753, 754, 755, 756, 757, 758, 759, 760, 761, 762, 763, 764, 765, 766, 767, 768, 769, 770, 771, 772, 773, 774, 775, 776, 777, 778, 779, 780, 781, 782, 783, 784, 785, 786, 787, 788, 789, 790, 791, 792, 793, 794, 795, 796, 797, 798, 799, 800, 801, 802, 803, 804, 805, 806, 807, 808, 809, 810, 811, 812, 813, 814, 815, 816, 817, 818, 819, 820, 821, 822, 823, 824, 825, 826, 827, 828, 829, 830, 831, 832, 833, 834, 835, 836, 837, 838, 839, 840, 841, 842, 843, 844, 845, 846, 847, 848, 849, 850, 851, 852, 853, 854, 855, 856, 857, 858, 859, 860, 861, 862, 863, 864, 865, 866, 867, 868, 869, 870, 871, 872, 873, 874, 875, 876, 877, 878, 879, 880, 881, 882, 883, 884, 885, 886, 887, 888, 889, 890, 891, 892, 893, 894, 895, 896, 897, 898, 899, 900, 901, 902, 903, 904, 905, 906, 907, 908, 909, 910, 911, 912, 913, 914, 915, 916, 917, 918, 919, 920, 921, 922, 923, 924, 925, 926, 927, 928, 929, 930, 931, 932, 933, 934, 935, 936, 937, 938, 939, 940, 941, 942, 943, 944, 945, 946, 947, 948, 949, 950, 951, 952, 953, 954, 955, 956, 957, 958, 959, 960, 961, 962, 963, 964, 965, 966, 967, 968, 969, 970, 971, 972, 973, 974, 975, 976, 977, 978, 979, 980, 981, 982, 983, 984, 985, 986, 987, 988, 989, 990, 991, 992, 993, 994, 995, 996, 997, 998, 999, 1000

HAMPSHIRE

EDUCATION COMMITTEE

CAREERS ADVISER

(COMPUTER SYSTEM) P.O.

£11,504 to £12,313

Applications are invited for the above new post. The successful applicant will be responsible for overseeing the development and implementation of a computer system for the Careers Service.

The post will be based in Winchester.

Further details and application forms are available from the Director of Education, Hampshire County Council, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 374, 375, 376, 377, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 388, 389, 390, 391, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 439, 440, 441, 442, 443, 444, 445, 446, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 458, 459, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 472, 473, 474, 475, 476, 477, 478, 479, 480, 481, 482, 483, 484, 485, 486, 487, 488, 489, 490, 491, 492, 493, 494, 495, 496, 497, 498, 499, 500, 501, 502, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 518, 519, 520, 521, 522, 523, 524, 525, 526, 527, 528, 529, 530,

OUTDOOR EDUCATION continued

MANCHESTER

OUTWARD BOUND INNER CITY PROJECT TUTOR

The project is a new and challenging venture, associated with the Eskdale Outward Bound Centre, involving the identification, preparation and follow-up of young people for personal development courses with Outward Bound. The project is sponsored by the Greater Manchester Council and aims to help young people to play a positive and active role in their community.

The project tutor should be over 25 years, have experience in teaching and social work, and be an advantage. Further information from the Principal, Outward Bound, Eskdale, Holmfirth, West Yorkshire, HA 19 1T, closing date: 25th July, 1988.

SOUTH DEVON

COURTLAND CENTRE Outdoor Education and Adventure Activities Courses for young people, middle and secondary schools. Full time or part time, 10 weeks, 10-12 weeks, 12-14 weeks, 14-16 weeks, 16-18 weeks, 18-20 weeks, 20-22 weeks, 22-24 weeks, 24-26 weeks, 26-28 weeks, 28-30 weeks, 30-32 weeks, 32-34 weeks, 34-36 weeks, 36-38 weeks, 38-40 weeks, 40-42 weeks, 42-44 weeks, 44-46 weeks, 46-48 weeks, 48-50 weeks, 50-52 weeks, 52-54 weeks, 54-56 weeks, 56-58 weeks, 58-60 weeks, 60-62 weeks, 62-64 weeks, 64-66 weeks, 66-68 weeks, 68-70 weeks, 70-72 weeks, 72-74 weeks, 74-76 weeks, 76-78 weeks, 78-80 weeks, 80-82 weeks, 82-84 weeks, 84-86 weeks, 86-88 weeks, 88-90 weeks, 90-92 weeks, 92-94 weeks, 94-96 weeks, 96-98 weeks, 98-100 weeks, 100-102 weeks, 102-104 weeks, 104-106 weeks, 106-108 weeks, 108-110 weeks, 110-112 weeks, 112-114 weeks, 114-116 weeks, 116-118 weeks, 118-120 weeks, 120-122 weeks, 122-124 weeks, 124-126 weeks, 126-128 weeks, 128-130 weeks, 130-132 weeks, 132-134 weeks, 134-136 weeks, 136-138 weeks, 138-140 weeks, 140-142 weeks, 142-144 weeks, 144-146 weeks, 146-148 weeks, 148-150 weeks, 150-152 weeks, 152-154 weeks, 154-156 weeks, 156-158 weeks, 158-160 weeks, 160-162 weeks, 162-164 weeks, 164-166 weeks, 166-168 weeks, 168-170 weeks, 170-172 weeks, 172-174 weeks, 174-176 weeks, 176-178 weeks, 178-180 weeks, 180-182 weeks, 182-184 weeks, 184-186 weeks, 186-188 weeks, 188-190 weeks, 190-192 weeks, 192-194 weeks, 194-196 weeks, 196-198 weeks, 198-200 weeks, 200-202 weeks, 202-204 weeks, 204-206 weeks, 206-208 weeks, 208-210 weeks, 210-212 weeks, 212-214 weeks, 214-216 weeks, 216-218 weeks, 218-220 weeks, 220-222 weeks, 222-224 weeks, 224-226 weeks, 226-228 weeks, 228-230 weeks, 230-232 weeks, 232-234 weeks, 234-236 weeks, 236-238 weeks, 238-240 weeks, 240-242 weeks, 242-244 weeks, 244-246 weeks, 246-248 weeks, 248-250 weeks, 250-252 weeks, 252-254 weeks, 254-256 weeks, 256-258 weeks, 258-260 weeks, 260-262 weeks, 262-264 weeks, 264-266 weeks, 266-268 weeks, 268-270 weeks, 270-272 weeks, 272-274 weeks, 274-276 weeks, 276-278 weeks, 278-280 weeks, 280-282 weeks, 282-284 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2124-2126 weeks, 2126-2128 weeks, 2128-2130 weeks, 2130-2132 weeks, 2132-2134 weeks, 2134-2136 weeks, 2136-2138 weeks, 2138-2140 weeks, 2140-2142 weeks, 2142-2144 weeks, 2144-2146 weeks, 2146-2148 weeks, 2148-2150 weeks, 2150-2152 weeks, 2152-2154 weeks, 2154-2156 weeks, 2156-2158 weeks, 2158-2160 weeks, 2160-2162 weeks, 2162-2164 weeks, 2164-2166 weeks, 2166-2168 weeks, 2168-2170 weeks, 2170-2172 weeks, 2172-2174 weeks, 2174-2